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**THE**  
**MONTANA LIBRARY QUARTERLY**

Official Publication of the Montana State Library Association

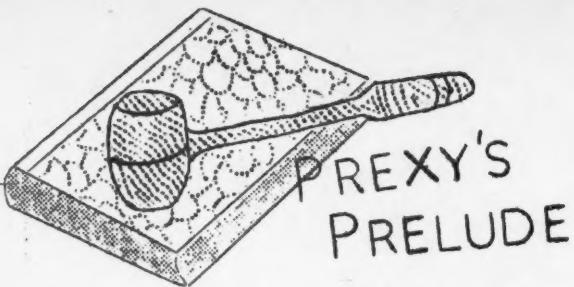
Volume 1, No. 4

July 1956

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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is \$1.50 payable to Miss Zada Bridges, Public Library, Great Falls, Montana

#### PUBLICATIONS COMMITTEE



Plutarch once said "No man ever wetted clay and then left it as though bricks would be made by chance or fortune".

During the past year we have wetted the clay. We made our motto "Know and Grow". We have examined ourselves and our responsibilities to our communities. We have looked very closely at the services we are giving. Were we exerting as much leadership in our communities as we might? Were we interpreting our library collections and services to the community to the fullest degree? Were we constantly looking for the new ideas to try? We have endeavored to know ourselves and our communities by close examination so we could grow.

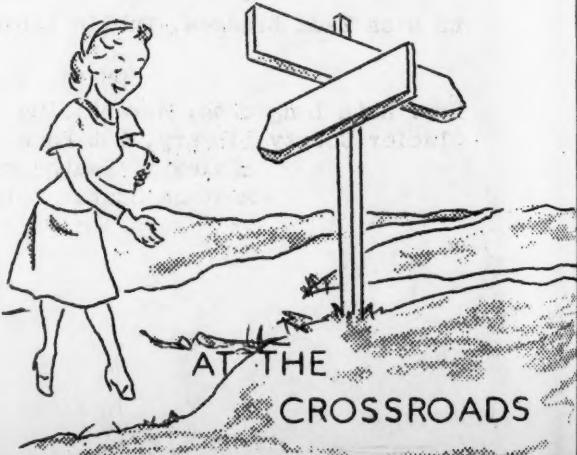
The culmination of this year of knowing ourselves was met at a conference in Kalispell. At this conference we wetted the clay for the bricks we must build in '56. We cannot leave the bricks to chance or fortune or the clay will dry and be of no use or value.

The first of two bricks we must build while the clay is wet is the brick of development under the library services bill. How are we going to extend our services so that we will be eligible for Federal Aid? How are we in our own libraries going to take books and reading to wider areas than those who now come to us because they already have an interest in reading? How are we going to give more of ourselves and our services for each tax dollar so we will become vital and alive to everyone, within a radius of perhaps 50 to 80 miles? We must start building that brick at once and sounding our ideas to the State Library Extension Commission.

The other brick we must build at once while the clay is wet is the brick of support for the State Library Extension Commission budget in the 1957 legislature. Work must be done NOW by you in your own community. Every legislator or candidate for legislature should be approached before election and told what the State Library Extension Commission means to Montana and to your community. He must be told that the State Library Extension Commission cannot exist without money and that you expect him to support the Commission. Remember your legislator represents you, you elect him, your wishes are important to him and so be certain to talk to him.

We have a wonderful State Friends of the Library group working for us now, but remember the old saying "God helps them who help themselves". Because our Friends will give of their time, energy, and money to secure adequate money for us, makes us all the more obligated to work harder ourselves to merit their interest, confidence, and trust. We are the skilled workers hired to build the bricks. The bricks of adequate support and the extension of good library service. The skilled workers need helpers. Our Friends of Libraries are our helpers only, primarily it is up to us. Can we do it? Yes. Will we do it? The answer lies within each and every one of us. Let's build those bricks in '56!

#### MONTANA LIBRARIES...



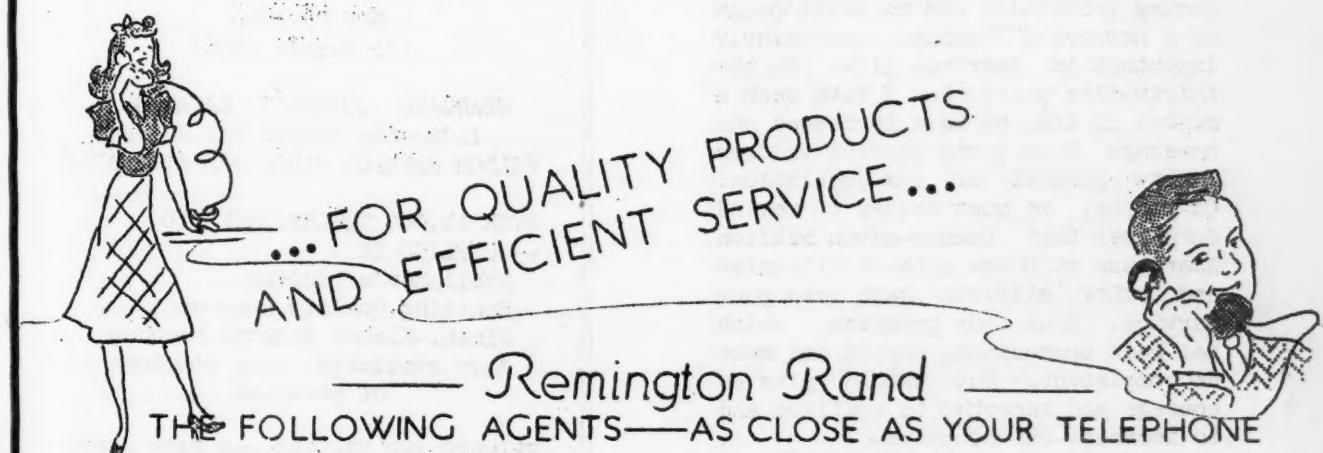
## NOTES FROM THE EDITOR

With the passage through both House and Senate of the Library Services Bill, a new era should now dawn for Montana. At last it will be possible to strengthen and extend the library coverage in this State, and at a very moderate cost.

Those of you who attended the very excellent conference in Kalispell will recall that in his talk Dr. Lieberman told of putting out copies of popular magazines on the returning trooship where the men virtually fell over them, and how in a short time every man was absorbed in reading. What people have not experienced they do not want, but when they have found the magic, the release, and the help that books give, most of

them want more. If we believe in our profession, if we are concerned about the welfare of our people, if we care about the future of our country we will want to place before everyone the accumulated wisdom of mankind. Sometimes the type of reading our clients do may not seem very elevating, but at least the acquisition of the reading habit means some progress, and we can always hope for better things.

The theme of the 1955 MSLA Conference in Miles City was Congregate, Cooperate, Coordinate and now the time has come for us to put this slogan into practice. We have all congregated at various times, most of us have cooperated, but to these we must now add "coordinate" and truly mean it.



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CHALLENGES TO MODERN LIBRARIANSHIP  
by John S. Richards\*

It is a privilege to bring you greetings from the American Library Association. There is nothing perfunctory about this message from the national association, I assure you, for ALA has a real appreciation of the part the state and regional associations are playing in the development of libraries and librarianship throughout this country. ALA congratulates Montana on the progress it is making.

Today I wish to speak of some of the challenges we face as we take stock of our present position and look to the future. In my inaugural address at Philadelphia I outlined advances which libraries have made in the last half-century--the development of strong state and regional associations, the establishment of ALA institutional funds, the growth of adult education activities, the establishment of the Washington Office, the publication of such definitive studies as The National Plan for Public Library Service and The Public Library Inquiry. All these point to a maturing profession and the development of a network of libraries increasingly important in American life. In the thirty-five years that I have been a member of ALA, we have increased our coverage from forty percent to over eighty percent of our population. Of course, we must hasten to remind ourselves that twenty-seven million Americans still are without libraries and other millions have very poor service. Thus our progress, which has been appreciable, should not make us complacent, but should give us courage and incentive to continue and to increase our momentum.

What are some of the challenges we face as we take stock of our present position and look toward the future? First, I should like to speak of the challenge of books, or, if you will, the challenge of ideas, for libraries must, by their stock in trade, deal with ideas, and the development of libraries in America has come about within the framework of our tradition-

al freedom of thought and expression. The library's stand against censorship and anti-intellectualism has been fundamental to its very life.

Books, then and the ideas they contain are not commodities to be carelessly passed over a counter; rather they are the measure of our humanity and the means by which man in each generation advances a step further in civilization and culture.

From the Freedom to Read Statement you will remember the following: "We do not state these propositions in the comfortable belief that what people read is unimportant... Books are the major channels by which the intellectual inheritance is handed down and the principal means of its testing and growth." If we have this awareness of the importance of books and ideas, then we cannot take books for granted. They become a challenge to every librarian--the challenge of

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getting the right book to the right person at the right time; the challenge of non-readers, some of whom are college graduates; the challenge of breaking through the anti-intellectualism of the moment which belittles the life of the mind; the challenge to see that all our citizens are exposed to ideas so that they may grow in stature and be prepared to take their places in the confused and rapidly changing world in which we find ourselves in this mid part of the twentieth century.

These challenges mean that the librarian must be aware of the dynamic nature of books and use them professionally in somewhat the same way that a doctor prescribes for his patient. I do not suggest that librarians become expert social workers and perform case work, but that through extensive knowledge of books and an interest in people we can become expert in getting the right book in the hands of a person who has need of it.

For example, may not Alan Paton's "Cry, the Beloved Country" be of greater value to an understanding of the racial problem in South Africa than a long list of books by travelers and observers, no matter how competent? This novel is a distillation, the very essence of the tragedy and injustice now taking place. Or take Pearl Buck's recent autobiography, "My Several Worlds" as a must in understanding China and the Orient. Mrs. Buck is a product of two civilizations and is in the unique position of thoroughly understanding both the East and the West, so that she can serve as a bridge or interpreter between two highly dissimilar ways of life.

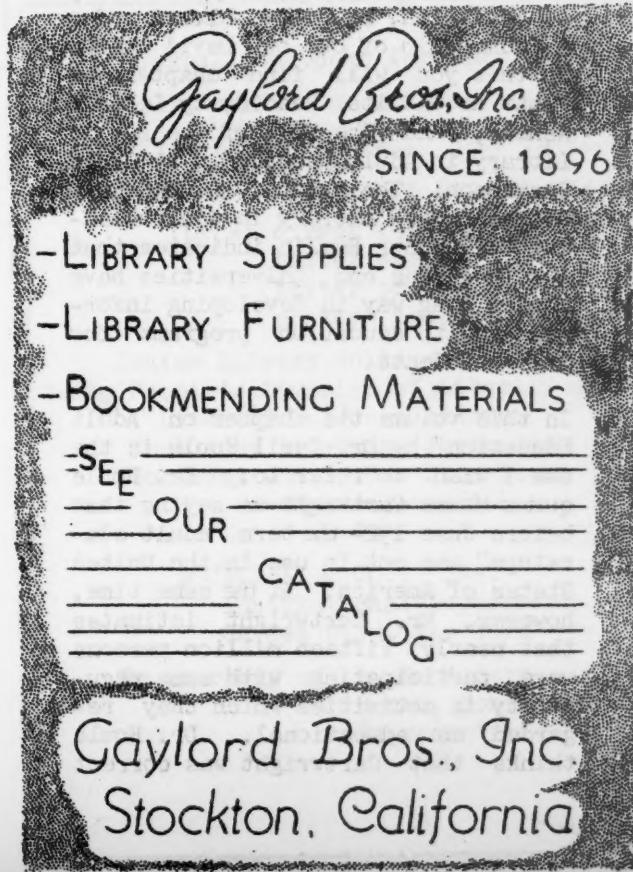
Each of you here today can quickly suggest other examples of books which are beacons to understanding. The point I am trying to make is that we librarians must believe in books so profoundly that we can make books important to our patrons, even those who are non-bookish by nature. We should constantly remind ourselves that only about one-quarter of the

adult population reads actively or purposefully. Certainly this presents a challenge to those of us who believe in books as a chief source of ideas.

We librarians, who deal regularly with books and are on familiar terms with them, must realize that many people who lack this familiarity do not approach books and ideas with assurance and with confidence, and this brings me directly to my second challenge, the challenge of education.

Perhaps the library's tendency to limit its service rigidly to the use of printed materials has contributed to the popular idea that the library is a place for children and for the minority of adults who are especially well educated. In spite of our high rate of literacy and good general education, there remains a popular prejudice against scholarly pursuits and the well-read man. "Egghead" is one of the more recent terms of disparagement.

In some way librarians must bridge this chasm between books and the everyday world, and there is evidence



that the rapidly developing adult education movement may be filling the gap. What we call "adult education" must today meet a new challenge. Suddenly our people face a whole host of problems brought about by the world crisis. These problems have to do with personal living and family life as well as the individual's relationship to his community--local, national, international. The explosive change in the old settled order brings questions for which past experience does not provide answers, and so we must all go on learning through life.

In the past, our formal education has done pretty well in promoting expertness and efficiency in vocational training but much less well in the management of private and public affairs. This has led to an increasing awareness by the average citizen of his need to be better informed, and so there has arisen a great interest in adult education.

I hope you have all had an opportunity to see the Fifty-fifth Yearbook of the National Society for the Study of Education, recently published under the editorship of our own David Clift. In this you will find chapters on "What do Adults Read?", by Lester Asheim, and "The Role of the Public Library in Adult Reading", by Grace Stevenson. The chapter on "The Role of the College Library in Adult Reading" by Arthur Hamlin indicates that our colleges and universities have come a long way in developing informal adult education programs for their students.

In this volume the chapter on "Adult Education" by Dr. Cyril Houle is the one I wish to refer to. Dr. Houle quotes Morse Cartwright as saying that before June 1924 the term "adult education" was not in use in the United States of America. At the same time, however, Mr. Cartwright intimates that nearly fifteen million persons were participating with some regularity in activities which they regarded as educational. Dr. Houle thinks that Cartwright was correct

in believing that he was dealing with a new term and a new idea. In the past, the many institutional forms in which mature people learned or taught were separate, each with its own aims. In the 1920's Cartwright and other leaders realized that all these institutions embodied a common idea and sought a common end. Dr. Houle estimates that the fifteen million involved in adult education in 1924 had grown to twenty-two million in 1934, to twenty-nine million in 1950 and to nearly fifty million in 1955. Dr. Houle concludes that this tremendous involvement in adult education in the last thirty years is doing three things. It is stimulating individual participants to do more about their adult education than they have done in the past; it is counteracting the stultifying influences of mass communication--a counterbalance to the drift toward the mass man; and finally it is developing leaders for our society.

Recently, through grants from the Fund for Adult Education, ALA has been able to experiment with new techniques. The Adult Education Survey was made possible by these grants, as was the American Heritage Project, an adaptation of the Great Books Program, one of the pioneer adult education programs carried by libraries. The adult education sub-grant project enabled individual libraries to try their wings in developing experimental programs. More recently, we have had the consultant service specializing in the fields of leadership training, program planning, community analysis and the use of audio-visual materials. This service is offered on a nation-wide basis but it is channeled largely through state and regional associations, stimulating them to offer workshops and institutes at state and regional meetings.

Another recent development is the Library in the Community Project, which undertakes to relate the library's adult education activities to the total community. Four states, Maryland, Kansas, Michigan, and Tennessee, have been designated as grant

areas for a two-year period. In each grant area one library--metropolitan, county or regional--is selected for a pilot project in the development of a plan for a long-range program. In these four test states there will be an attempt to increase the potential for adult education by making the program an integral part of the library administration and organization, properly related to all other library activities and to the total community which the library serves.

From this it can be seen that ALA in the last few years has made great progress in bringing the library's part in adult education into clear focus. Librarians of both large and small libraries are coming to understand their role in community-wide adult education, and through the experimentation made possible by the Fund for Adult Education, procedures and know-how are developing.

What are the distinguishing characteristics of library adult education? In the recent announcement of leadership training awards by the Fund for Adult Education we find this definition and explanation of their interest in liberal adult education:

"Liberal adult education is concerned with continuing improvement of the mature individual in the responsible exercise of his freedom, both as a private person and as a citizen in a free society."

"For the purpose of this program, liberal adult education is distinguished from remedial, vocational, technical, avocational and mental health education. These distinctions are respectful of the importance of all kinds of adult education, but are necessary for a focus of effort on liberal adult education, which is neglected and which is essential to the future of the free society."

We know that the Fund for Adult Education has selected the public library as one of the agencies best qualified to develop and carry on liberal adult education, and it is

important now for librarians to have the vision to grasp these opportunities.

As libraries undertake an increasingly large program of adult education, there are two things we must bear in mind; first, books are worthless unless the ideas and inspiration they contain can somehow be conveyed to the minds of men, and second, and here I repeat, approximately three-fourths of our adults seem not to be bookish or at home in the world of print. In other words, some of our most effective liberal adult education may begin with the so-called non-book materials.

In Seattle, our use of films has probably attracted more new patrons than any other service we have employed. Last year our 688 films were shown to over 650 thousand people in programs given throughout the city. We know that new borrowers invariably have to be sent first to the registration desk to secure borrower's cards.

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Since each of these documentary films has something to say in today's troubled world, it would be impossible to overestimate the importance of the impact on the community of these film showings. We also know that the film showing and the discussion following frequently lead directly to books.

Or take the case of a collection of great music records, which in Seattle have had a large circulation for almost twenty years. The thousands of people who have used and enjoyed these transcriptions have undoubtedly secured more real music appreciation than if they had read all the books on the subject several times over.

We must not overlook educational television, which seems likely to play a large part in the development of liberal adult education. Recently one of our talented Seattle women, Mrs. Elizabeth Wright Evans, who is educational director of our first and largest commercial television station, was called to Louisiana, where the librarians of that state came together for a conference on educational television. These included librarians from both large and small libraries and many of them had never seen a television camera. Mrs. Evans, in telling about the week-long conference on her return to Seattle, reported that the commercial television men who had been called in as resource people approached the conference with the idea that these librarians were primarily interested in promotional programs which would increase library circulation. This impression was soon corrected, however, by the librarians themselves, who announced in no uncertain terms that the libraries wanted to use television for education per se, whether or not these programs ever circulated a book. As a result, the week was a very fruitful one, with the librarians learning much about the production of television shows and the commercial television staff learning that the public library was a rich source of information and a fertile field for program ideas.

Perhaps the greatest challenge to libraries is in the broadening base of community interest and support which takes place when the library multiplies its community contacts. Co-sponsored programs by the library with a wide range of groups and activities will acquaint many of our citizens with the diverse contributions which the library can make.

Out of this broadening base will come the opportunity to help our individual citizens to find answers to the perplexing questions which face all of us. Just recently, as President of ALA, I received from a Los Angeles woman a plea that ALA exert appropriate influence in support of the Constitution of the United States as related to Miss Lucy of Alabama, who wished to become a librarian. In my reply I explained that the only possible action by ALA would be one which implemented a specific ALA policy and policy can be made only by the Council. I went on to say that as to the influence which librarians should bring to bear in any situation where the people we serve are struggling for a solution, we cannot attempt to give the solution, but we must help all the people to arrive at their own solution. This, historically, has been the role of librarians in the development of our free society in America. It is, I believe, destined to be of great influence and assistance now when Americans everywhere are struggling, with widely varying and deeply felt convictions, to cope with some very difficult problems. The old slogan is as good today as it was when we first used it: "The library does not tell people what to think, but it has a definite responsibility to tell them what to think about."

I now come to one of our very practical challenges, the challenge of financial support and library coverage. This is a challenge with which the librarians of Montana and Washington are familiar. Recent statistics show that ten percent of Washington people are without local public library service and the Montana figure

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is over twenty-four percent. This situation is serious, since it means that almost a quarter of Montana people have no library facilities whatever and others have such poor service as to be negligible. As a result a considerable portion of Montana citizens are without the means of up-to-date information and cannot avail themselves of the library services playing to large a part in the continuing education necessary if the citizens in a democracy are to be prepared to make wise decisions and to play their part in the democratic process.

I am aware of the valiant efforts of Montana librarians to up-grade libraries in this state and to provide more adequate coverage. We have all come to realize, however, that librarians cannot do the whole job, and that we must have the active support and enthusiastic help of lay people truly representative of the community. This brings us to the key position of your State Library

Commission. I was pleased last night to hear Miss Campbell outline plans for the revamping of the Commission which will enlarge it and give it a more purposeful job to do. Your State Library Commission must become the means of communication from this Association to the citizenry of your state. Organizations like the PTA, AAUW, and the farm and labor organizations must be made to realize their responsibility to libraries. They should take an active part in lobbying for funds and legislation. In Washington we have demonstrated the greater effectiveness of lay representatives to our State Legislature. The impatient response to librarians "So you're back again!" has changed to a respectful hearing when we are represented by citizens.

At this conference I have frequently heard the statement that "Montana is different", and you definitely are unique in certain ways. The third largest state in the Union, your total population is less than that of metropolitan Seattle. This means that it will be more difficult to establish libraries at the local level and that Montana needs both state and federal aid.

Here, of course, is where the Library Services Bill will give us a much needed lift. This national legislation, which has been in prospect for ten years, now seems in a favorable position for passage at this session of Congress. It is ideally drawn to advance the development of larger area service. The funds available under this bill are to be used exclusively for rural areas and must be matched by state funds. Since the legislation has a five year terminal date, it seems likely that rural areas will be stimulated to develop plans for local financing which will be both realistic and practicable.

Most, if not quite all, of the states have readied plans so that they may take advantage of these funds when

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view and because of your letters, the American Library Association Executive Board at midwinter authorized the establishment of a public relations office which will this year begin to cope with our three related problems--recruiting for librarianship, public relations and membership promotion. And so I would hope that you could envision ALA not as another organization apart, but as an extension of your own library program and of the important business being carried on by your state association.

Today I have discussed briefly with you three challenges to librarianship --the challenge of books and ideas, the challenge of liberal adult education, and the challenge of financial support and library coverage. These challenges are interdependent, for unless we librarians have a dynamic philosophy of the book which encourages us to plan programs which will reach and serve all the people, we have no right to ask for an ever increasing portion of the tax dollar, and conversely, if our programs are sound, if they meet the real needs of the people and are not merely what we, in our library fastnesses, think the people ought to want, we will ultimately secure the patronage and support of our citizens.

Our libraries, both public and university, can provide for every individual the self-realization which we know to be in the great American tradition. Our system is based on the recognition of the worth of the individual and his participation in his government. Our libraries have evolved as a chief instrument in this process. We can be proud of our achievement but we must not slacken or pause at a time when our services are needed as never before. Our aim must be to see that every American has the equivalent of the best service now being given by any library today; they are available, and I would suggest today that this planning has been enormously worthwhile; entirely aside from the prospects held out by the Library Services Bill. As a result of this planning we are becoming

less parochial and less narrow in our approach to library service.

If I have a special message for you as President of the American Library Association it is the wish that we may all see the library in broad outline against the swiftly moving events of our time. Librarians are adapting services to meet new needs, but are we moving fast enough? How best can we share the library yeast that is fermenting throughout our state and regional library associations? How make sure that our librarians are prepared to swing into action quickly to meet new demands or even emergencies? Of one thing I am sure; we must enlist more librarians and more laymen in various organizations which are attacking these problems at both the local and the national level.

Our ALA membership of over twenty thousand may seem large but it represents only a fraction of the people working in and for libraries throughout this country. Every librarian or trustee who is not plugged in to a professional organization by means of active membership is working without benefit of a power source which gives our libraries their momentum and their direction.

The American Library Association is important to all libraries and to every librarian because it represents the combined force of all of us. Through ALA we make ourselves felt. Without ALA we would have no Freedom to Read Statement and it would be unlikely that fifteen senators and twenty-seven representatives in our national Congress would be actively sponsoring the Library Services Bill. Without ALA it would be well nigh impossible to secure the overall view which allows us to chart the library course and to meet rapidly changing conditions. Because of this overall

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Inez Herrig has been reappointed Chairman of the Libraries Division of the General Federation of Women's Clubs.

EDUCATION FOR LIBRARIANSHIP:  
LIFELONG NOT TERMINAL  
By Irving Lieberman

On my first visit to Montana (I have only been here about forty-eight hours) I am impressed by one idea, and that is, that we need to sell librarianship throughout the state. If library service is to become a part of the daily lives of all of our people, it must be advertised and sold over and over again.

The other aspect to be considered is that we need library service everywhere. We talked about the idea of a larger unit library in the session this morning. The point was emphasized that we are not talking about fewer libraries when we talk about the larger unit of service. This is a larger administrative unit and the centralization of technical services but the distributing points for library materials need to be increased. The library outlet needs to be close to the user, and we need more of them for proper coverage.

Another interesting facet about libraries appeared in a study some years ago sponsored by the National Opinion Research Center of the University of Denver. We are so sold on the idea of librarianship ourselves that we can't understand how it is that other people, the lay citizens, can't appreciate good library service. There were two questions in this poll that point this up; namely: "If there were no public library in this city, how much difference would it make to you personally?" and secondly, "If there were no public library in this city, how much difference do you think it would make to the city?" In response to the first question people replied: Great Deal - 21%; Quite a Bit - 16%; and Not Much - 61%. In response to the second question people replied: Great Deal - 78%; Quite a Bit - 16%; and Not Much - 2%. Do you see this distinction? John Q. Citizen thinks the public library is a good thing but for someone else to use. This is

an interesting set of percentages in the light of citizen interest and participation in the development of library services.

This leads me to the question, "What do you, as librarians, know about your communities?" I mean--not have you really looked at your community statistically and not just as some subjective idea of comparative relationships.

Have you examined information studies about your town? Public utilities are always making studies of specific geographical areas which they serve. Have you ever looked at these studies? They report important facts about the standard of living, the salary level, the labor market, the leisure-time activities of the people and considerably more than I can list here. Have you ever thought of looking at these studies and making an analysis of them in terms of your library services in that particular community?

May I say that I don't believe you can really give good library service unless you have done something about community analysis and thought through very carefully the service pattern of your library and the needs of the people being served. This is related to book selection. How can you possibly buy books for a community unless you know something about it? This is true whether you are buying it for a faculty and students in an elementary school, in the public library for children or adult collection or in the college library in terms of subject content of the curriculum. You must find out what the people in your area do to earn a living; how they spend their leisure time; what are their major problems. Then you can determine what the book selection of the library ought to be because it is related to what is going on in your particular community.

Community analysis not only takes into consideration the idea of knowing something about population, but also the social attitudes and situations in a community - all these things that affect human relations. Know specifically about people--their prejudices, customs, organizations. You will want to know about the formal and informal educational programs in the community so that you will avoid duplication and don't try to take over--instead, if the program is already very effective in your community, help it to be even better. The most important thing we can do is to tell the people about our resources. It is amazing to me how little the average citizen knows about library service. One of the most significant things a library can do is to assist in program planning. Perhaps you have never worked with community organizations, although I can't believe that you haven't been a chairman of some committee which was concerned with organization program content. There are hundreds of organizations in our

communities that have program chairmen who must sit down with their committees to work out programs for the ensuing year. Community organizations do this all the time. Each year they wonder about content and then come up with some very very poor programs. The reason for this is that the materials resources for programs have not really been tapped. The library is the materials agency in the community. It can be the most effective force in insuring good programs, and yet program chairmen try to duplicate the materials function of the library by writing for information and materials from far away places rather than making use of the local library. Over and over again, this duplication takes place, and yet, in your many library tools, such as periodical indexes and vertical file material, you have the best program information.

Another unknown area is our special kinds of services for children, such as story hours, picture-book hours, programs for pre-schoolers.

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THE PUGET SOUND NEWS COMPANY

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Recently, I have been interested in library services for the blind. Do you know that if someone in your community meets the legal definition of blindness, you can write Books for the Blind at the Seattle Public Library and have the Talking Books Service direct from that library without charge? It is the regional library for the states of Washington and Montana. Perhaps some of you have received ceiling projectors from your Lions Club for people who are bed-ridden. These projectors throw book pages on the ceiling. If you have people who are handicapped and cannot hold a normal book, you might want to investigate this service.

Probably the most significant thing we have to do, however, in librarianship, is to Change the Image - we must change the image of the librarian, the library, and of the library service. What of the librarian? Here we have a stereotype that the modern novel and Hollywood have emphasized. Librarians are known as quiet, mousy people who want to work undisturbed by themselves, away from people and the pressures of every day life. This is a dreadful conception because the main function of the librarian is to bring books and people together. Let's simplify our technical processes and centralize them so that more time may be spent in reader guidance and the utilization of materials. In fact, it is here that we need to be really expert.

We want to change the image of the library, too. Let's not have all brown and tan old dark walnut furniture matched by dark wall paint. Let's not have monumental structures. The library belongs right at the curb with big store windows so that the citizen can see what is going on inside--the most important thing about the library is its day to day activity. Let's show it off-- it's our best display. Another thing, the library itself is no longer considered a storehouse or a repository, but rather a fountain. Instead of putting books on shelves and keeping them there, we want to disperse them like a fountain. Books don't do anybody any

good on shelves. They have to be in people's hands. We also think of the library as being a communication center. Today's library--is concerned with ideas and the ideas may be in any format. They may be recordings, they may be film-strips, they may be 16 mm. film, they may be pictures and they may also be radio and television. Patrons must be served by all kinds of materials and not by books alone.

We also need to change the image of the library service itself. Libraries are not charity organizations. We can't exist on donations and gifts. We must have tax support. We are just as important as any other public service in the community. The sooner we face the fact that a library cannot exist on a shoe string, the better service we are going to have.

Finally, I would like to have you join me in a quick look at library education. It seems to me that the libraries near one another (public libraries, school libraries, college libraries) must have some kind of exchange, such as discussion of books, activities of the library and a give-and-take on what is going on in that community. You could inspire each other to do a better job.

If you are fortunate enough, to have a small staff in your library, then you as the librarian must see that the staff gets this inspiration. You have to see that there is good communication within the staff itself and assistance in decision-making--- one good area for staff discussion is the book selection policy. As was indicated this afternoon, it needs to be written down. Involve the staff so that by their participation they feel it is their policy too.

If you can, on a regional basis meet with librarians that are near you (I mean within 50 to 100 miles); work with them and solve problems jointly. It is wasteful to do these things in too small groups.

Not only does your staff need in-service education, but also the trustees and "friends" of libraries.

What is a trustee? What is a good trustee? This is something with which you must be actively concerned. Trustees cannot just come to meetings occasionally, approve a few bills and go home. This is not enough. Trustees should be alert to what the library is doing. Trustees should be the best library users. How can they possibly promote library service if they themselves don't use it? Do you know that there is now a correspondence course for trustees? We have just heard that one member of the Board at Richland, Washington subscribed to the course and the whole Board has become involved in it.

There should be a program of education for the rest of the citizens group too. If you can, you might want to organize a "Friends of Library" group in your community. I think if you do, you should realize that they are going to take some of your time. They can't exist unless you can plan activities for them and this means you must be prepared to work actively with them.

Here in Montana, I think there is a 3-way responsibility for in-service education in the state, and that is, the Commission, the Montana State Library Association and the schools of higher education at which there are library sciences courses. The three agencies working together can make an important program of in-service education possible.

Let us turn for a moment now to the professional program of education for librarianship.

In the library schools of the United States, there is a consensus that the curriculum should concern itself with five areas, namely: (1) Foundations and philosophy of librarianship (2) Readers' services (3) Resources of libraries, both book and non-book materials (4) Technical Services (5) Organization and administration of libraries. This is the basic content of our profession. It is these knowledges and skills that differentiate the professional librarian from the

clerical worker in the library. I hope in the future that it might be brought to the attention of the library school student that one year of library education does not complete his professional preparation. It should be realized that when the student leaves the library school, his first year on the job constitutes an internship in effect. This was the basic conception in the Williamson study of library education, and means that the newly educated professional librarian is really beginning to earn his "pay" the second year after library school.

Another idea that needs recognition and some additional study is that in the main librarians feel that the one year program of education is terminal education. There is a feeling that there is no longer any need to think in terms of additional professional education. These librarians lose sight of the fact that libraries are dynamic institutions with new knowledge and skills appearing constantly. Such new developments create opportunities for short courses, institutes and workshops for further specific education of practising librarians in the newer ideas, techniques and knowledges. The organizations of such programs of education are the responsibility of the library schools

At the University of Washington, the requirement for the degree is 45 quarter hours. This may be accomplished in 4 consecutive quarters or in 4 separate summer sessions. Library schools are expensive to organize and maintain. We don't need more library schools, we need fewer but stronger ones--stronger in terms of resources, library facilities and class room facilities and faculties with subject specialization.

As a final note, may I urge you to help recruit for librarianship. The opportunities are many and the need for outstanding library leaders has not kept up with the demand. The fascinating thing about librarianship is that it is as challenging on the

last day before retirement as it was on the 1st day on the 1st job. If it is to remain this fresh to you, you must make it so. Continue to learn about your profession, in fact, education for librarianship must be truly life-long and not end with your first library appointment.

(Address given at the First General Session, May 4, 1956)

#### NOTICE

Upon the request of six members of the Montana State Library Association, a special meeting of the Association is being called for during the PNLA Conference in Pullman. The day and hour will be announced later. This meeting is to vote on a change in the Association By-Laws. Article IV, Section 2 of the By-Laws states that "The annual meeting of the Association shall be held on the first Monday and Tuesday in May." Since we have been meeting the past two years on the first Friday and Saturday and Sunday in May, the Board thinks we should have this special meeting to change the By-Laws and make this new date legal. We would like to change Section 2 of Article IV to read "The annual meeting of the Association shall be held the first Friday, Saturday and Sunday in May."

Anyone opposing such a change should make their opposition known to the Board before the special meeting at PNLA or come prepared to vote in favor or against the change.

#### COMMENTS FROM A CUSTOMER

by Dorothy Johnson

I've been using libraries--and librarians--for something like forty years. So it's time to say thank you.

That's all I came for. I don't know beans about your problems and certainly can't help you solve any of them. Maybe I am one of them. I just came along to say thank you. I'm one of your customers--for free.

The first library with which I ever had contact was one I never saw. It was the collection of books in the Whitefish public schools long ago. That was the only library in town, too. School kids never saw that library. We were allowed one book a week, and we chose the book from a typewritten list of titles and authors. We picked our book, after much heart searching and guessing, sight unseen. It came from somewhere, and that was all for another whole week.

It's more fun when you can get right at the books and look at them and leaf through them. But one book, selected by guess from a list of titles that may be misleading, is an awful lot better than no book.

Even way down in the lower grades, one book wasn't enough. We had a neighbor here in Whitefish who actually bought books. He lived in a little two-room house with books on shelves clear up to the ceiling on all the walls. He wasn't rich; he dug sewers for a living. But he liked to read, so he bought books, because there was no other way to get them. His name was Ed Dutch.

I used to borrow armloads of his books--bless his heart--he was good about lending them.

Then we had more books at home than most people, but they were pretty solid stuff for a child. I have never been able to enjoy Ben Hur--I read it too young.

Finally I caught on to the idea that

the books on the top shelf were there for a reason. The reason was that I wasn't supposed to read them. Well, we had chairs in the house, so of course I climbed up and did. The only one up there that I remember was Tess of the Storm Country. I tried hard to figure out what was in it that a little girl shouldn't read. Finally I decided it must be the part where the villain cuts the warts off Tess's pet toad.

It was years before I caught on to the fact that Tess had an illegitimate baby. Reading the forbidden books didn't blight my life much, or damage my morals.

Even higher than the top shelf was the attic. That's where the old doctor book was. That didn't blight my life or damage my morals, either. It just turned my stomach. When you turned the page with the man on it, you came to another page that showed him in his raw muscles.

There were some books I wasn't supposed to read because they were considered trash. Those included Tarzan of the Apes. I borrowed those up the street and kept them under the front steps. Years later I read some of them again, and sure enough they are trash--just one darn lion after another. But you can't recognize trash unless you read some of it.

Maybe one way to get more people to read more books is to make them just a little hard to get but not impossible.

Once I was in a public library where they kept the Gregg Shorthand Manual on the locked shelf. I was surprised --there isn't a single bad word in the Gregg Shorthand Manual and neither is it hard to buy. The librarian said it had to be locked up because people had stolen so many copies of it.

The first public library here in Whitefish was started long ago by the

Women's Club, but I was away at school and didn't get much good out of it. The Women's Club ran it on a volunteer basis, and Whitefish will never forget their devotion. It still continues.

The first library to which I ever had full access was the college library at Bozeman, where I went to school one year. They had thousands of books, and you could walk right in among the shelves. You could take them out, too. I almost lost my mind with joy. I remember the first time I ever read in my dormitory room until two o'clock in the morning. I felt wicked and wonderful. Of course there are worse things a college freshman can do. But reading has always been my favorite sin.

We'd be here all night if I went on like this, so let's skip several years and a lot of libraries. Once in the New York Public Library I met a most remarkable man. I was on the prowl for the spelling of a word: treiskadekaphobia. You don't have a chance to use a word like that more than once in a lifetime, so you want to spell it right. I was writing a little magazine piece into which I could drag treiskadekaphobia, but absolutely nobody knew how to spell it. And I didn't know where I had ever seen it in the first place. They had a 60-volume dictionary but it wasn't even in there.

Finally I told my troubles to a man in the reference room. What did the word mean, he asked. It meant "near of the number thirteen," I said, and it came from the Greek. So he casually picked a book off a shelf and leafed through it and told me how to spell treiskadeka and then you just tack on phobia. I got a look at the book--it was not a Greek-English dictionary, just a pure Greek dictionary. What remarkable people you find in libraries!

Have you ever tried to get into the New York Public Library's rare book room? That's an experience. It's easier to get a job in the State De-

partment. You have to be interviewed to get a pass to be interviewed by somebody else to get a pass. You stand pitifully outside a barred door with your pass, and when you get in the man locks the door behind you. When he brings your book, he stands behind you to see that you're not going to tear any pages out.

In 1950 I left New York and moved back to Whitefish. Before I made that decision, I made darn sure that Whitefish had a public library. It's in familiar territory, too--in what used to be the police station. I grew up there.

My mother used to be city treasurer, and she did her work there in the evening while I did my arithmetic. I remember that room when it had wanted posters on the wall and handcuffs on a desk. Sometimes it even had a couple of tubs of evil-smelling mash that the police had taken away from moonshiners and brought in for evidence. I remember once when there was a dead mouse in the vault and nobody ever, ever found it. It was there, though. That dead mouse certainly was there.

I look forward to reading Mr. Moss's paper sometime a big story about Whitefish having a new, good place for its library. The Whitefish Library Association has been working toward that for a long time. That story will have big, black headlines when it appears in the Whitefish Pilot.

When I lived here, Mabel Engelter told me about a wonderful thing--the inter-library loan system. She got me lots of books through that, from the most unlikely places. There was one awful time when we both thought I had lost something by Washington Irving published about 1835--but I hadn't really.

The state extension library is another wonderful thing. I use that now, plus the Missoula Public Library, plus the University Library. I haven't used the University Library

much lately. They're rebuilding it. Last time I tried it, you had to get in by going up a fire escape. Getting out was worse--I got lost twice. Where a door ought to be, there's a man with a jackhammer, ripping up the concrete or bricking up the doorway.

They have really been suffering around that library. If Kathleen Campbell ever writes a book about it, she ought to have a best seller. Conflict, suspense, dramatics--maybe even a happy ending. Or it might be a mystery, *The Case of the Lost Library*--or the lost librarians. I hope they call the roll every hour.

If I'm ever able to walk out of a library without any books after returning some, that'll be the day.

But probably I'm not a typical library customer. I keep lists of books I want. Nobody has to persuade me to read. I have an insatiable appetite. Your only problem is to keep me fed and contented.

But there must be thousands of people who nibble at this banquet only if it's put right under their noses. They don't ask you to find them a book or send for a book because they don't know there is such a book.

For those people, books have got to be right out in plain sight. They have to be in local libraries, not in a town several miles away. The books have to be where the people are. And the more books there are, the better.

Some people are even crazy about footnotes. I get a lot of good out of footnotes. Of course I was in college before I found that this man Ibid, who writes so many footnotes, was not a prolific Roman author, or maybe Egyptian.

My latest story in Collier's, called "Lost Sister," started from a footnote. I should explain how this doesn't work. You don't read a four or five line footnote and say, "Ah,

that's it," and then dash off 5,000 words of ringing prose. The footnote just stirs something in your mind and you think about it. You do lots of thinking and maybe lots more reading. Then you write and rewrite and complain and moan, and maybe you have a story and maybe you don't.

I remember another story that started with a footnote. That was published in Argosy as "Flame on the Frontier," and is in my book, Indian Country, which I trust you all have in your libraries. It retails for a mere two dollars with hard covers.

The footnote was about a little boy who saved his baby brother in the New Ulm massacre in Minnesota in the 1860's. So I looked up the New Ulm massacre and got all steamed up with emotion. That night when I went to bed, I couldn't sleep because a massacre was going on right in the room where my bed was. I could tell what was happening to each member of a family during an Indian attack. Well, I quit trying to sleep. With this going on in my head, I grabbed a notebook and started writing shorthand lickety split. The scenes were disconnected, of course. Just try describing an Indian massacre sometime --you'd get confused, too.

But the next day I typed out all the shorthand and figured out where the scenes needed to be connected, and there was an exciting story--quite moving, too. They're not usually that easy to write, believe me!

The kind of stories I write usually come from reading--that is, the germ of the story does. Cosmopolitan had one a while ago about an old mountain man who was blind. I thought about the worst possible title for it would be The Last Stand, so I called it something else. But when it came out in Cosmopolitan, it was the Last Stand.

The idea for that came from a biography of Jim Bridger. He went blind in his later years, and his half-Indian daughter looked after him.

The story was pure invention, and my mountain man was not named Jim Bridger, but the emotion in me that produced the story came from this book about him.

Buying books is a very expensive business. I buy a lot of them and am certainly glad you buy a lot more. I buy most of the western picture books, about Indians and cowboys and so on. They used to be \$7.50. Then they were \$10. Now they're \$12.50. I kick like everything, but I pay it. Because a picture can set me off on a story idea as well as a footnote. I do not subscribe, however, to the theory that a picture is worth a thousand words. I'm in the word business. Let the picture people do their own promoting!

Speaking of footnotes, I tried some myself a while ago just to prove I could. The faculty people at the University are always producing scholarly works with footnotes, and I got to feeling like a poor ignorant creature. So I wrote an article for Montana Magazine of Western History with nine footnotes that I slaved over. And then that same issue of the magazine included somebody else's article with no less than 61 footnotes! I know when I'm licked. I was out-footnoted. Just goes to show what happens when an amateur tries to tangle with the professionals.

Another wonderful thing I've found in public libraries is old magazines. Maybe fifty years old. The mass magazines, like Ladies Home Journal, tell you what people wanted life to be like. That's important, because dreams are important.

The class magazines, like Harper's, tell you what authors thought contemporary life really was like. And that's important, too, even if they were wrong. When you read stories of World War I in magazines of that period, even in the class magazines, some of them seem like utter corn. Our attitudes have changed, and the way we look at life and the way we channel our emotions.

Old books and old magazines in libraries are important because of this --they tell us how life used to be or how people thought it was.

If you have read Dimsdale's Vigilantes of Montana, you noticed how he apologized for the Vigilantes. This is a surprise, because we think of them now as most admirable men. Their descendants boast about them. But when Thomas Dimsdale was writing about them, right after they had cleaned out the road agents, public opinion was not so unanimous. Dimsdale had to explain for easterners how bad the situation was in Montana territory. He had to defend what the Vigilantes did. Sometimes he sounds embarrassed. And the situation was still so ticklish when he wrote that he didn't identify individual Vigilantes. That makes the book confusing. We get a new concept of frontier life from reading contemporary accounts. We find that our heroes hadn't yet been canonized. There's one priceless statement in Dimsdale's description of early Montana. He says that when people go west they either get better or worse. And then he says, "There are no average people in these regions." That's an important concept for a fiction writer who wants to re-create that period. There were no average people in these regions.

Once I got an idea for a story from reading about the Vigilante hangings. I've never quite been able to believe in villains, but Alder Gulch really had some. Momentarily, I was able to believe in villains, and even to be one. Actually, I have to be most of the people about whom I write fiction. I go through some terrible experiences. That time I got hung.

The story was called Last Boast, and it appeared in Cosmopolitan. This is the first sentence: "When the time came for them to die, Pete Gossard cursed and Knife Hilton cried, but Wolfer Joe Kennedy yawned in the face of the handman." I've always been fond of that beginning. There's no fooling around. The customer knows

instantly what the show's going to be about, and if he doesn't like hangings, he can't say he wasn't warned. In that one, I had to be Wolfer Joe Kennedy, and believe me, it was no fun. That was a short-short. At the beginning, Wolfer Joe has a noose around his neck, and two thousand words later he's dead. All neatness and dispatch. And my villain didn't repent for a minute. I do like consistent people!

By no means all my library-book borrowing is to provide ideas and background for fiction. I just like to read, and sometimes I get some special interest and go on a bender. Last year I went mad about geology. I read almost everything the Missoula Public Library had about geology. It got me confused, too, because the books didn't agree. Geologists don't either. One book I got was the second of two volumes. It was entitled "The Beginning of the Earth." If that's the second volume, I can't help wondering what was in the first one. Right now I'm utterly fascinated by the history of mathematics. Not by mathematics itself, but by its history. You just never know what wonderful books you'll find, browsing along the shelves.

Libraries will always have some devoted patrons who love to read. We make work for you by asking for help in finding books or getting them from somewhere else. You are always completely patient and enthusiastically helpful about it. I have never met a librarian in Montana who wasn't. There is nothing wrong with the people who run libraries.

But they have a problem, I think, with people who are not enthusiastic about reading. And lots of people are not. That old joke about the girl who didn't want a book because she already had one is not very funny. You can go into many homes and there's not a book in sight.

Now we're at the end of this. I came to say thank you for the help you have given me in the past and the help I'll

ask for in the future. When I want to know the details of some old train robbery and what bandits were involved, some of you will help me find out. When I need the facts about some long-ago Indian fight, you'll have it. And you'll get it for me without acting shocked that I should want to know.

(Address given at the banquet,  
May 5, 1956

U.S. INFORMATION LIBRARY, COPENHAGEN  
by Mrs. Joran Birkeland

When Miss Walton asked me to come and tell you of my experiences in Denmark some years ago, I told her there was probably very little about the Information Center program abroad I could tell you that you do not already know. After all, these libraries have been existence more than 10 years now. The ALA Bulletin has carried many references to it during that time. So has the Library Journal, and the Special Libraries Bulletin. But if personal experience can give you any insights into how the program works, I am glad to tell you something of my work during the years 1946 to 1950.

I might point out, at the outset, that the present network of United States libraries abroad--from Bangkok to Beirut, Athens to Oslo, Santiago to Singapore--is largely the outgrowth of the Office of War Information. When World War II ended, a few educators, librarians, and writers persuaded the Truman Administration to continue the program in peace time. This was in contrast to what happened at the close of World War I when the United States withdrew all its propaganda machinery, such as it was, along with the troops. A number of the larger--and smaller--powers did not. The propaganda work that grew up in that postwar period was

of various kinds: the mere mention of Nazi Germany, Fascist Italy and Soviet Russia tells us the nature of some of the post-war propaganda activity of that time. But there was constructive propaganda too from, for instance, the British Council and the French Council. But when World War II began the United States had to start from scratch again in making our history and our way of doing things, and our way of thinking, known to other peoples. Then, in 1948, we entered the constructive peacetime field of international exchange of information. The Congress passed Public Law 402, "an act to promote the better understanding of the United States among the peoples of the world and to strengthen cooperative international relations."

The first, interim, Congressional appropriations were very small. In 1946, when I was sent to Copenhagen to establish the Library there, I was told that my assignment might turn out to be for a few months only. Everything depended upon appropriations. Now the program is firmly established. According to the SPOKESMAN REVIEW of a few weeks ago, a record-high amount of \$110,000,000 is under consideration by the present Congress for overseas propaganda activities.

All of this sum, of course, is not meant for the Libraries--or Information Centers, as the libraries are called. The libraries are only one of five arms of our overseas propaganda activities. The other four are documentary films, press releases, exchange of persons, and radio broadcasting. The radio arm is called the Voice of America.

As far as possible, the libraries overseas are duplicates of the best typical small-town public libraries here at home, except that the libraries overseas stock only books by Americans and about America. There is no attempt to build up large research libraries on the United States --although Heaven knows there is need for such libraries abroad. The effort is, first of all, to demon-

strate a free, democratic, typically American institution dedicated to providing any reader with the best we have to offer in literature, and to providing any reader with the fullest information available within the budget on any subject. As a matter of fact--and this is not just Lincoln County pride--Mrs. Inez Herrig's Library in Libby has often struck me as being just the kind of American public library our Government has sought to establish abroad: it is attractive in appearance, its services go far beyond its four walls, its materials are nicely organized under the Dewey Classification System, and --best of all--it is a force in the community---it stimulates reading. Through programs on the local radio station, through study and discussion groups, through inter-library loan systems, through children's activities, through extension and branch library work, and through the librarian's own participation in local, State and national organizations, the people in Lincoln County know their library, and use it.

To run such a library in a foreign country where the potential users run into the millions calls for specialized activities to meet the special problems. It cannot hope to reach the people of a country individually: it must aim at the public opinion molders, or key institutions, whose influence will go out, second-hand at the very best, to individuals. A factor of equal importance is, that the users are persons for whom reading English is usually an effort. Therefore, the holdings must be simple, brief and well-illustrated materials. In fact, children's books are very often used to meet adult needs, especially in history and other social sciences, and every librarian abroad has blessed our wealth of publications for young people. Of course there is nothing juvenile about the foreign mind, but juveniles are written in easy language and do often give a background of information that is necessary for the reader abroad who has little or no previous information about the United

States. The bibliographical services of the ALA, H. W. Wilson, and the various book councils in the country are used for the book selection.

Besides the prime language obstacle, the average reader--even in the countries of Western Europe, and particularly in the Far East and Africa, knows so little about the United States that it has to be seen and heard to be believed. He simply does not know where to begin. Worse than that, he does not know how little he knows. Abroad, even more than at home, a librarian must be adept at projecting books, at arousing the curiosity of the reader in specific subjects and specific books, and then in coming forward to place the books in the reader's own hot little hand.

An example: in Denmark we discovered that even high school teachers and college professors were not familiar with such writers in America as Emerson or Thoreau, or indeed, the New England literature at large. Zane Grey, mind you, and Cooper, and Edgar Guest were the highlights of American philosophy and literature. So when we in Copenhagen learned that Dr. Kenneth Murdock, professor of American literature at Harvard, was in Europe, we got in touch with him and asked him to come to Copenhagen to meet in our little Library with an invited group of Danish educators to talk on literature of New England and to answer questions about contemporary American writing. He very kindly agreed to come, though we did not have appropriations to pay either for his transportation or to give him a lecture fee. Professor Murdock was just the type of cultivated person to appeal to the Danes, and that evening the literature of New England was introduced, for the first time, to Danish teachers of English-language literature. College professors and college students became users of our library and teachers in the Danish gymnasier began offering their students, through us, more realistic fare than Zane Grey and Cooper. I especially remember the delight of a

Danish high school teacher at discovering Willa Cather. He read every book of Willa Cather's we had on the shelves and all we could get from Washington. That evening also started the ball rolling for incorporating a course in American literature at both of the two Universities in Denmark.

Another example: Denmark, as you know, has an extensive adult education system. The country is dotted with schools for persons who are no longer students but adults still pursuing their education in the so-called "folk high schools." Mechanics, farmers, housewives, business people, office workers--thousands attend school at night. Farmers attend boarding schools for 6-week periods in the fall and winter. In looking over one of the books on world affairs used in these courses, we found only two short readings on the United States--both of them derogatory. One article dealt with the inferior quality of our movies, as compared with the movies of every other country in the world, and the other dealt with the worst aspects of our race problems. Both articles had been written years ago. This situation existed, not because of any real anti-United States feeling in Denmark, but simply because the writers and editors who published the book, and the teachers who taught it, did not know any better. No one had called their attention to a full and fair picture of the United States on these subjects, or any other. The book was full of interesting and worthwhile material on England and France. After all, the British and the French, through their councils, had long had personal and professional contact with Danish librarians, booksellers, educators, and publishers. Material on these countries was readily available--day in and day out, as well as historically and geographically. But, then, in 1948, we also were able to send books and periodicals--mainly anthologies and histories--to the Ministry of Education, publishers and school principals, with the invitation to use any material they chose for their next edition of their

world handbook. We promised to secure copyright clearance. We tried not to take a defensive position, but merely called their attention to available source material. That winter we circulated hundreds of copies of a paper-bound history of the United States that had been published by the press division of our Information Service.

(I won't have time to go into the very important subject of copyright clearance as a function of our libraries abroad, but I do want to call your attention to the fact that foreign people need to sell their goods to the United States in order to buy ours, including our books. This is something to think about in connection with our tariff barriers, foreign aid programs, and trade agreements.)

Another example: in 1948 or 1949, Mrs. Blair Buck who was president of the National Federation of Women's Clubs at the time, visited Copenhagen. We took her on a grand tour of our operations, since she was interested in reporting on it to the Women's Clubs when she got back to the United States. Her husband, Blair Buck, State Superintendent of Public Instruction for the State of Virginia, was also in Europe that year as exchange professor in London. Through her, we succeeded in getting Professor Buck to Copenhagen to talk in one of the large auditoriums of the city on our school system. We publicized his visit and arranged a press interview with him for Danish journalists. The very afternoon of his arrival, the Communist newspaper of Copenhagen published a misleading article about our schools. We translated it, word for word, and when Professor Buck went up on the speaker's stand he had read the Communist attack and was able to take the psychological offensive on the subject. He proceeded to correct every misrepresentation and to nullify the effects of the Communist article. The hecklers who came to that lecture got nowhere. We have, of course, no way of measuring every change of public o-

pinion, or to trace the effect of an increased book circulation on the reader's minds, but we could always observe that there was more circulation and more reference-question activity after one of our so-called projections.

I'd like to tell you too about our Danish children's hour in our library, and our library of recorded American music that brought hundreds of visitors every month, but this is already too much. A word about our premises and our staff: we opened in two rooms on the fifth floor of an office building--the only space available. A year later we were able to move to a street--level location where we could have attractive window displays by converting two small store locations into a library. Of course there were many makeshifts. We did install fluorescent lighting --this was the first time fluorescent lighting had been used in any library in Denmark--and we did achieve a mo-

dern, new-look through use of color. We had a trained Danish librarian, and five Danish assistants. We worked very closely with the Danish library system and sent books to all parts of the country. Sometimes we had as many as 300 visitors a day, and our users outside of Copenhagen ran into many hundreds.

Miss Walton spoke of this library program overseas as a "library frontier," and it seemed to me to be an apt phrase. Certainly, our libraries overseas do, to a remarkable extent, demonstrate that libraries do not need to be mere stuffy storage places for books used by random visitors who may stray in, but that a library may be a true information center capable of enlarging the minds of men. And librarians do not need to be mere custodians of books, but constructive leaders in the development of peace --and good will--abroad, as well as at home.

\*Talk given at the Sunday breakfast, May 6, 1956.

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PROCEEDINGS  
 43rd ANNUAL MEETING OF THE  
 MONTANA STATE LIBRARY ASSOCIATION  
 Kalispell, May 4 - 6  
 Compiled by Martha Hassell

PRE-CONFERENCE PANEL DISCUSSIONS  
 Friday, May 4

The first panel discussion was held at 10 a.m. on the subject Standards for School and Public Libraries, with Mrs. Catherine Chadwick of the Montana State Library Extension Commission presiding.

Mrs. Chadwick opened the topic by saying that the new proposed standards of the American Library Association are based on quality rather than on quantity.

Miss Eilene Morrison (Montana State College) asked if every school needs a fully trained librarian. She thought that the person who takes care of the library needs teacher-training first and then library training. At Montana State College every teacher has to take a course in library science before finishing work for his degree.

Mr. William I. King (State High School Supervisor, Helena) suggested that the librarian should secure the teachers' help in selecting books. He further suggested that the PTA be asked to furnish money for books because such action would excite the interest of the parents in the library and they would be more apt to see that their children read books.

Dr. Irving Lieberman (Director, of the School of Librarianship, University of Washington) urged that every teacher should know something about the literature for children. He thought it was a very sound idea to do as the Montana State College does for all its teachers. He suggested that teacher training schools such as Montana State College should go on for those interested in children's books and reading and give enough

courses in library science for a minor in library science.

Mr. King thought that librarians in our schools were missing an important segment of the school population. For example, for the hot rod fans he would suggest that they buy books giving specifications for motor building. These boys would read auto mechanics books avidly.

Mrs. Marjorie Moores (Hill County Library) said that teachers come to her for help in book selection. She suggests that they buy permanent books, craft books, books on trees, flowers, standard titles, and the County Library will furnish them with their fiction and leisure reading. The County and Public Libraries are educating the school boards about selection and buying.

Mrs. Chadwick pointed out that the Commission supplies books to schools that have no library at all. There have been cases, however, where the school superintendents insist that the teacher not borrow books from the Extension Commission. They don't want the responsibility for the books. Even parents don't want the responsibility sometimes.

Mr. John W. Cushman (Superintendent of Schools, Carbon County) reported that they had had service from the Extension Commission and it was a very valuable service. Some of the rural schools have no library except that in the County Superintendent's office.

Mr. King said he would like to know who those superintendents are who won't take responsibility for borrowing books. He thought it a public disgrace.

Mrs. Joan Carpenter (Helena Junior High School Library), speaking about cooperation in a junior high school, said they have student help at the 9th grade level and the girls are each given a badge. Many of the stu-

students have never used the library before and it is their first library experience. The response is good. Twenty-eight English classes were taught how to use the library.

Dr. Lieberman asked how many student assistants they have and what training each has.

Mrs. Carpenter said that each has a chore and the jobs are rotated. They don't do any cataloging because they don't type. Some of the better ones file with supervision. There is no clerical assistance, so the students do shelving and circulation. There are no study halls in the library. There are 900 students in the Junior High School. The library holds more than two classes. Each room is entitled to send five students during the study time. They come to do their reference work. They can also come before school and after 3:30.

Dr. Lieberman stated that good library service in one place makes good library service in another area. Good school library service demands and helps to get better use of the public library.

Mr. King thought two teachers were needed to help the classes in the library.

Mrs. Sonna Howe (Helena High School Library) observed that the librarian cannot do a good job unless the administrator knows the use of the library and gives support. Speaking about her high school library she said she has no clerical help, but five student assistants. The circulation has dropped this year in the new high school. The high school library is in the new building and is being used as a study hall because the principal thinks the students will soak up some library atmosphere, and read more books, but the statistics don't prove this to be true.

Dr. Lieberman said that the important point is that you can't create motivation by having students sit in

the library room.

Mr. Richards pointed out that the climate has to come from the top. The Seattle Public Library returned the administration of elementary school libraries to the schools this year. The Public Library was not willing to do it any longer, because it could not do a dynamic job. A school library supervisor was recommended. The school system has taken it on, but has not made provision for supervision, in spite of the fact that many teachers and principals want good school library service. The top brass do not understand. It is important to get across to the school administrators that the school library must have a place in the sun.

Mrs. Howe urged that the school librarian should be in attendance at meetings on the curriculum.

Miss Walton asked how we are going to train administrators.

Dr. Lieberman believed that the school library administrator's course should be required of all school administrators for an M.A. degree.

Mr. King reported that in Montana they are giving an M.A. at Montana State College. He thought too that the younger men have a different view from the older administrators.

Mrs. Moores thought the problem came back to the school boards who don't want public interest.

Dr. Lieberman thought that when the public library helped the school library they were not really doing the school library a service. It satisfied the school administrator as library service to the school. The people of the community have thought this was library service, and they need to get their sights up and see what good library service is. He suggested that rural schools could consolidate library facilities even if the schools aren't consolidated. It must be emphasized that the library loans by public libraries are

supplementing and not replacing existing school library facilities.

Mrs. Chadwick said the Commission has decreasing requests for high school loans.

Mr. Richards said that the top brass in Seattle is opposed to elementary school libraries.

Miss Morrison pointed out that there is need for advisors in college to advise the school administrators to take library courses.

Miss Walton asked about the Northwest Association's accrediting for school libraries.

The standard or average school in Montana has 100 students. The accrediting rule is that 100-300 students should have a half-time librarian who has had 15 quarter hours of library science training.

300-500 students should have a half-time librarian with 30 quarter hours training. 500 and more students need a full time librarian who has had at least 30 quarter hours training and clerical assistance. Nine schools in Montana are this size.

Mr. King reported that there is great pressure to eliminate even these standards because public recreation, sports, etc. take the public interest. They may reduce the standards in Montana.

Dr. Lieberman said he has written to Mr. Robinson who is a member of the Committee on Standards of the Northwest Association of Secondary and Higher Schools and offered him his help. He suggested that an M.A. in library science is needed in small schools to make the best use of the books where there are fewer books.

Mr. King believed that a letter to Mr. Robinson from this group would bear weight with him in the problem of standards.

Miss Campbell (Montana State Univer-

ity) stated that next year the State University will give a full program of training for a minor in library science.

Miss Walton requested Mrs. Chadwick to appoint a committee to take up the writing of such a letter to be approved by the group.

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The second panel discussion was held at 1:30 on Problems of Library Recruitment, with Dr. Lieberman as chairman.

Mrs. Clare Smith (Miles City Carnegie Library) started the discussion by saying we needed to pay librarians better salaries, but wondered if it really was as simple as that.

Mr. Merwin Moores (Northern Montana College) suggested that in recruiting we should catch and interest those students who are casting around for their major subject; we might explore the idea of interesting some in the field to teacher-librarian.

Dr. Lieberman said, "We need better library schools and fewer". This was his answer to the question about returning the library science school to the Montana State University. He had made a study of the need of a library science course at U.C.L.A. He made an analysis by questionnaire which showed that they do not need another school in California, but they do need a better school at Berkeley.

Miss Campbell reported that President McFarland had recommended they investigate the possibility of establishing the school again, and the American Library Association stated that it would be unwise to start one. The University is going to have a teacher-librarian training program, however.

Mrs. Howe thought that the inspiration for recruitment should come from the high school.

Mrs. Alma Jacobs (Great Falls Public Library) described the Great Falls television show in which a number of members of her staff participated in telling about various phases of library work and services to the public.

Dr. Lieberman suggested a cooperative radio and television program. Radio covers all the area. A program called something like "Your Public Library Program". Talent should be found, not necessarily from the library, and a program sponsored for all the State. Librarians who do library programs on the radio should have extra help in the library to relieve them. Radio stations have to give some free time for educational programs.

Dr. Lieberman also said that salaries of school librarians are comparable to teachers' salaries.

He urged that librarians use films on libraries to show what kind of library work is done. The film, ("Impressionable Years") was done by United World Films for the New York Public Library and dealt with children's work. It is available from the University of Washington film library. No professionals are used in the film, only children. The Library of Congress publishes a list of films about libraries and library services which is available for the asking.

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The third panel discussion was held at 3 p.m. on Library Censorship: How can we meet it?, with Mrs. Alma Jacobs as chairman.

Mrs. Jacobs suggested that librarians should have their library boards adopt the Library Bill of Rights as policy. It is important also to have a written book-selection policy.

Mr. Richards asked if the book collections represent all points of view. Librarians have the responsibility to represent the right as well as the left and liberal points of view.

Mrs. Jacobs asked whether librarians give the excuse of lack of money when they don't buy all points of view.

Dr. Lieberman said that in Brooklyn if they did not buy a certain book they put a card in the catalog telling why they didn't buy it, e.g. that it was not factual. This was their handling of the book "Dianetics."

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FIRST GENERAL SESSION  
Friday, May 4 8 p.m.  
Virginia Walton, Presiding

Miss Walton announced that Montana now has chapter status in the American Library Association.

The previous year's secretary's report as printed in the Montana Library Quarterly was approved.

The report of the Library Development Committee was accepted as printed.

Miss Heathcote reported for the Montana Library Quarterly and paid tribute to the members of her committee, Ruth Longworth and Jean Todd, for their excellent work. Mrs. Longworth's ability to get advertisements from dealers has resulted in making the Quarterly self-supporting. Suggestions for material to be included in future issues, will be welcomed.

Miss Campbell suggested that one issue be used for the proceedings, instead of three issues as was done this year, since this would make them easier to use. Miss Heathcote said it was planned to do so and that the July issue would contain all the proceedings. The report was adopted.

The Friends of the Library report was accepted. The treasurer made her report, adding that more Friends had paid dues since she made out the report. Her report was accepted.

Miss Whitmack as ALA councilor is attending the Miami conference and cannot be here. She suggested that the Montana State Library Association meet only every two years. There was

no interest from the members and no motion made.

Legislative Committee report. Mrs. Graybill, the chairman, is in Washington, D. C. where she will talk to legislators, particularly Rep. Fjare, who is against the Library Services Bill. Some of the problems will be reported on later.

Miss Campbell reported on a proposal for a change in the State Library Extension Commission law. She is going to suggest to the next legislature that the chairmanship of the Commission be taken away from the State University Librarian, who would become an ex-officio member. Also in the bill would be a request for two more lay members, and the districts in the State would each be represented by a member. The bill would also change the term of office from three to five years.

Another bill to be presented to the legislature would move the Commission to Helena. The Commission has had to be moved to a very old building on the Missoula campus. Mr. Toole, of the State Historical Society thinks that the State Capitol Building Fund can be used for an addition to the Historical Library building. Miss Campbell thought this would be a forerunner for a good library law for Montana in conformity with the National Association of State Librarians. Pictures and plans of the proposed building were passed around. The Legislative Committee asked for the support of all members for this proposed legislation.

Another piece of legislation to be asked from the next legislature concerns money to pay our way in the program for the blind. The Montana blind are served by the Seattle Public Library. The machines and records are free from the Federal Government, but the housing and service have been paid for by the Seattle Public Library. We should pay our share of this cost and the bill will so propose. Miss Campbell pointed

out that it is imperative that the Montana State Library Association support the Commission in requesting this legislation. Miss Walton asked for an expression from the group, and a motion to support the proposed legislative action was made, seconded and approved.

Because of competition from another meeting in another part of the same room, Miss Walton was unable to finish her talk on the theme of the convention, Know and Grow.

Dr. Lieberman went ahead with his prepared talk on Education for Librarianship: Lifelong, Not Terminal. (See page 11)

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SECOND GENERAL SESSION  
Saturday, May 5 9 a.m.  
Miss Walton, Presiding

The invocation was given by the Reverend Donald Adams.

The Honorable Claude C. Walter, Mayor of Kalispell, gave the address of welcome in a warm and friendly spirit.

Mrs. Inez Herrig responded to Mr. Walter suitably.

Mrs. Chadwick then presented a talk on Montana's Libraries in a Changing World: Postwar Standards in 1956. She gave a resume of the proposed standards which the Committee hopes to complete by the time of the AIA conference in Miami. The new standards emphasize an entirely new approach, with fewer figures. Following are the main points of her talk:

1. Every American should have library service in his community.
2. A full range of facilities should be available.
3. A system of service is emphasized in the new standards.
4. Supplementary library service; The federal government should coordinate resources of all states.
5. Library service should not depend on the benefaction of the large to the small libraries.

6. Libraries should be a part of the local government, "a part of the court house gang," as Gretchen Schenk says.
7. The library should be governed by a board of able citizens and administered by trained personnel.
8. For smaller libraries, there should be some in-service training, and for large libraries, trained personnel.
9. The library is the community agency of service.
10. 100,000 population is the ideal minimum for a system. In our State we can hardly think of 100,000; perhaps 60,000 people and a budget of \$75,000 would be reasonable figures for Montana.
11. Areas of service should be so set up that there will be the same general kind of people in an area; farming areas, mining areas, etc., so that each area could specialize in the material needed.
12. It is not good enough to have a library open a few hours a week. We need to get out into the community. Know your community and study reports and know all the facts of your community life.
13. The library should be integrated into the community. The staff should be part of the community life.
14. Make the library a center for children. Open at 8 a.m. if necessary, and in the evenings.
15. Suit the library to the community. Have few reserved books. Circulate the entire collection. Since we have a Montana Historical Library, you can circulate all your history collection. If you have any books so rare that they can't circulate, give them to the Historical Library.
16. The library should represent what the community needs and wants, and not some small segment. Select books for the majority, but do not ignore the minority. Read reviews before you purchase books.
17. Have your whole staff help in book selection. I have been trying to arrange for a traveling exhibit of children's books. Friends of the library can help to select magazines and books for special fields, like technical journals.
18. The library should co-sponsor projects in the community.
19. Record statistics to show the community what we can do and have done.
20. Have a definite book policy including the subject of censorship. All sides of a subject should be represented.
21. Do not neglect audio-visual materials. You can do more with a picture than with 10,000 words.
22. Start with the idea of 100,000 books for 100,000 people. Add 4,000-5,000 books annually and certain standard works for children and young people. Keep 50% of the magazines. There should ideally be a basic collection of 250 films and 25 films should be purchased annually. Start with 1500 records and add 300 per year. These figures are not yet approved by ALA but they show the new trend in thinking.

Miss Campbell spoke on the promise of the Ford Foundation's Survey for the Pacific Northwest.

For some time, the members of the Pacific Northwest Library Association have been aware of the unevenness of library service and development in the region. In 1950 the Library Development Committee of the PNLA decided to make a special study of the situation, and as a result a request was made to the Ford Foundation for a grant to conduct a survey. The Committee was of the opinion that outside help was essential to put our needs across. The grant was allowed and the two-year project will get un-

der way July 1. A complete and detailed study of the present library facilities "and of the cultural, economic, geographic and political factors" on which they depend. We shall all be asked to cooperate with the project director.

Dr. Lieberman added that we presented our idea to the Ford Foundation and they approved \$60,000 to pay for the study. A director is already hired and he will attend PNLA in August. The Director is not a librarian and the reason is that we want citizen support. Dr. Kroll, the director, has had experience and training in public administration. We are a part of government, and people will pay more attention to the recommendations of a specialist in public administration than they will to a librarian. But it is important to remember that this is your project. At PNLA in August, Dr. Kroll will tell us what he thinks the project can do and how he can help and how we can help. The project will have offices in Thompson Hall, 5th Floor, University of Washington campus.

Mr. John S. Richards, President of the American Library Association, presented a talk on Challenges to Modern Librarianship. (See page 4)

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#### LUNCHEON MEETING

Saturday, May 5, 1956

Mrs. Jeane Sturdivant, Presiding

The Dame Fairy tales lady from Columbia Falls made a mistake in the time and did not arrive until too late to appear. Instead she told one story at the opening of the third general session. Mrs. Roy Waller, Kalispell spoke about her father, Frank Linder- man.

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#### THIRD GENERAL SESSION

Saturday, May 5 1:30 p.m.

The meeting began with a panel dis-

cussion, the New Look in Audio-Visual Materials, with Dr. Lieberman as chairman.

Dr. Lieberman recommended the film *Impressionable Years*. He also suggested that we obtain a copy of the selected list of films on Libraries and Library Services, done by James H. Culver of the Reference Department of the Library of Congress.

Speaking of their use of audio-visual materials, Miss Lulu Barnard, County Superintendent of Schools of Flathead County said that Flathead County schools have 500 films in their library. They have also complete sets of pictures available to all schools, flat units of work on many subjects, full sets of music appreciation materials, map and chart service, flannel boards, tape recorders, and books for exceptional children, a loan service for adults, teachers and board members. They give prizes for reading in Flathead County. The Board of County Commissioners has provided a good budget.

Mrs. Marjorie Moores told about using a tape recorder with children. The story book lady does the story and the children take parts. They work the story out, using the tape recorder and eventually the story goes on the air.

Mention was made of the "Enrichment" records, records of the Landmark books. An opaque projector can use any pictures and projects them on the wall. Any picture out of a book may be projected and used for display.

Mr. William C. Ross, principal of the Central Junior High School, Kalispell, told about his use of films from the State Film Library. They make a schedule of films to be used in the class rooms a year ahead. They also have 450 film strips in the office and they have a list of them by subject. They also have recordings, a slide projector with a timer to help children in reading.

Mr. Forrest R. Steen, State Supervisor of Visual Education, Helena, talked about the service of the State Film Library. The library publishes a catalog of films available, that costs \$5. Postage to mail the films is 4¢ the first pound and 2¢ each additional pound for 16mm films. Films are available for loan throughout the State.

Dr. Lieberman recommended an ALA publication entitled "Films for Public Libraries."

The discussion was followed by talks on The Business Life of a Library.

Mrs. Longworth spoke about the new library buildings now under construction in Cut Bank and Browning and showed drawings and plans.

Mrs. Inez Herrig told how Lincoln County secured the two-mill levy. She suggested that the human element is very important, and no two situations are alike. You have to show your people and your county commissioners that the money to be spent will get results. She tries to show them that the library is a part of the government, and the library has the advantage of being in the county court house building. As she says, she is a local girl and knows how people operate. There are good psychological times to ask for library funds. The County Clerk can be very helpful as he is the key to the Commission. She suggested that librarians use the lay people of their community. She asks only for what she really needs and she shows statistics to compare with other libraries in the State.

The next panel discussion was on the New Look in Publicity: Press Relations and how best to Utilize them, and the chairman was Mrs. Mary Haggerty of the Great Falls Public Library.

The members of the panel, Mrs. Margaret Adair, of the Whitefish Pilot Dick Floyd of the Kalispell Daily

Interlake and Mel Ruder of the Hungry Horse News gave some valuable pointers for librarians seeking publicity for their libraries. There are definite requirements for good copy. In the first place the library should meet the news deadlines. Type double-spaced, and be accurate. If it is material other than book lists, you can do the stories in note form because each paper has its own style. A good feature would be brief comments on a few books and a list of a few more. Newspaper men always are on the lookout for feature stories. When you think you have one, call the editor. Be alert for anything that can be used. Set up a display that fits in with National Book Week or National Milk Week or other national or local events. Call the editor to come and see it and write a story. Know the newspaper people in your community.

#### BANQUET

Saturday, May 5 7 p.m.  
Gurney M. Moss, Presiding

The address of the evening was given by Dorothy M. Johnson, Secretary-Manager of the Montana State Press Association, and Associate Professor School of Journalism, Montana State University. (See page )

#### BREAKFAST MEETING

Sunday, May 6 8 a.m.  
Mrs. Cornelia Sherman, Presiding

The Reverend C. L. Clifford presided at a short devotional service. After breakfast, Mrs. Joran Birkeland presented a most interesting talk on her experiences at the U.S.I.S. library in Copenhagen. (See page )

The Friends of Libraries group met at the same time in an adjoining room and conducted a business meeting during the breakfast.

## FOURTH GENERAL SESSION

Sunday, May 6, 9:15 a.m.

Mrs. Marjorie Moores, Presiding

The first panel discussion was on Cooperation between School and Public Libraries, and Mrs. Winnafern Moore, State Supervisor of Elementary Education, was chairman.

Mrs. Moore pointed out that this meeting was an outgrowth of the meeting in Miles City. On the State level they have sent out several bulletins from the State Superintendent's office to help county superintendents select books for school libraries. It was suggested that a list of books should be attached. She asked herself what she could do to help. At Havre a library course is required in the four-year course, but not in the two-year course. Reading is basic and the library is necessary in a school. One reason our reading program is slow is that teachers haven't been required to take a library course and they don't know how to interest children in reading; it

is more important to work with the teacher in the one-room school than in the larger school system which has a school superintendent to help. Distances are too far and roads too bad for these teachers to get help readily. One answer is to hold institutes for the teacher of the one-room schools. Have excursions and bring the children in to the library; She found that often the teachers did not even know the county librarian. It is now possible to see some real results of our institute meetings in eastern Montana. She plans to carry this idea out in the western part of the state next year. Laura Jane Taft has done as much as anyone in Montana to cooperate in her county.

Mrs. Taft reported that she and the county librarian met to make a plan. Then the latter invited all the rural teachers to come and bring their children into the library. She also offered them help in selecting books for purchase. The law provides that the County Superintendent shall ap-

prove books to be purchased, so the teachers could no longer select books just for their cheapness. The rural children are invited to take part in the summer reading program. Glacier County also has a film library. Puppets are used as motivation for reading also.

Mrs. Herrig, speaking for Mrs. Glessie Kemp who could not attend, said that each school in Lincoln County has an encyclopedia and they are urging that the Childcraft books be purchased for elementary school rooms. There is a film strip library in the County Superintendent's office. Mrs. Kemp held an institute before school started and she gave Mrs. Herrig half the morning to talk. Mrs. Herrig had a coffee hour first, and then took the teachers to the library for the rest of the morning. She has a winter reading program and includes the rural children. The children get certificates from the teachers for the reading of 20 books. The librarian and the teacher both sign it. It includes any book the child has read, either her own, or from the library. This is not for purposes of circulation, but to stimulate reading.

Mrs. Prichard reported that Stillwater County has a bookmobile operating from the County Library that visits all the schools. Meetings are held once a month when all the teachers are invited to come to the library. Lists of the books in the library are made and sent to the teachers and they are asked to make out their own lists of books to borrow.

Miss Diantha Fowler, Whitefish High School Librarian, suggested that the school librarian should be on an eleven-month contract. Many school librarians work outside of the nine-month year without pay. She thought that publicity needs to be used in the school library program. The school taped some radio programs, some of them about the school library. Afterwards many people told her "I did not know all of the things that go on in a school library." This is

a good first step. She also suggested a cooperative book fair with the Public Library.

Public librarians might well take the initiative. Librarians have specialized training, but teachers have not. In many institutions it will soon be mandatory to have some library courses, but the older teachers who are already trained have not had these courses.

Mr. Richards said that one of the most rewarding things he observed on his southern trip was the citizens movement for libraries. In Arkansas the JC's have a state-wide program "Operation Library". When they take on a project, they really do a job. The library has to get a fair share of the tax dollar and the citizens will have to do it.

Mrs. Moores expressed the sentiment of the meeting when she suggested a special note of thanks should be given the ALA and the Seattle Public Library for sending Mr. Richards to our meeting.

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#### LUNCHEON MEETING

Sunday, May 6, 1956

Mrs. Homer Normann, Presiding

The subject for discussion was Friends of Libraries in Action. Mrs. Homer Normann of Flathead County, Mrs. Emma Veach of Stillwater County, Mrs. James Schucke of Hill County and Harold Nelson of Glacier County gave interesting and encouraging accounts of the organization and work of their respective groups.

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#### FIFTH GENERAL SESSION

Sunday, May 6, 1:30 p.m.  
Virginia Walton, Presiding

As the Montana Library Quarterly was approved last year as a one-year experiment only, it was moved, seconded and carried that it be continued indefinitely.

The invitation to hold the 1957 conference in Butte was accepted with pleasure.

The motion was made, seconded and carried that honorary life membership be conferred on Miss Leiser, the only surviving original member of the Montana State Library Association.

The motion was made, seconded and passed to allot \$25 to the ALA Washington office to assist in its operation.

Miss Walton installed the new officers, i.e. Mrs. Marjorie J. Moores as president, Doris Wilson as vice-president and president-elect, Mrs. Elsie Ekegren as secretary and Zada Bridges as treasurer.

Mrs. Moores spoke briefly, asking for the cooperation of the membership for the very busy year ahead.

Miss Heathcote read the report of the Resolutions Committee as follows:

Whereas the Montana State Library Association has held its 43rd annual meeting in Kalispell May 4-6, 1956 as the guests of the citizens of Kalispell and Whitefish,

Be it therefore resolved that this Association go on record as extending its deep appreciation and warm thanks to all who contributed so signally to this convention, and especially to the following:

To John S. Richards, Librarian of the Seattle Public Library and President of the American Library Association, our warm thanks for coming to our meeting, for entering so graciously into our deliberations and especially for presenting us with his fine talk "Challenges to Modern Librarianship", which in itself is a challenge to all of us;

To Irving Lieberman, Director of the School of Librarianship, University of Washington, for his enthusiastic assistance at so many of

our meetings and especially for his talk "Education for Librarianship:Lifelong, not Terminal";

To the Rev. Donald Adams, the Rev. John F. Reagan, and the Rev. C.L. Clifford for their devotional contributions;

To the Hon. Claude C. Walters, Mayor of Kalispell, and the Hon. Roy Duff, Mayor of Whitefish, for a gracious welcome to their cities;

To Mrs. Roy Waller of Kalispell for her interesting talk "Frank Liederman Lives on";

To Mr. C.D. O'Neil for his contribution to our Saturday noon program;

To all those who took part in our panel discussions,-Miss Lulu Barnard, William C. Ross, Forrest R. Steen, Mrs. Margaret Adair, Dick Floyd, Mel Ruder, Mrs. Laura Jane Taft, Mrs. Emma Veach, Mrs. James Schucke, and Harold Nelson, and to Mrs. Homer Normann for presiding so graciously at our Sunday Friends' Luncheon;

To Harriette Cushman for her enthusiastic and inspiring leadership of the Friends' Group;

To Mrs. Slifer for leading our singing, and to Mary Margaret Boyd, Bill Dickinson and their accompanists, Marilyn Peterson and Mrs. Dickinson, and to Roberta Weydahl for their pleasing musical contributions;

To Mrs. Joran Birkeland for her graphic picture of the U.S. Information Library in Copenhagen;

To Gurney M. Moss whose sense of humor and delightful presentation will surely never be equalled, let alone surpassed;

To Dorothy M. Johnson whose experiences with libraries and librarians were, fortunately, somewhat less painful than those with horses,-our thanks for touching our risibilities so efficiently;

To the Kalispell Chamber of Commerce for its courtesy in supplying us with leaflets describing this beautiful area, and for keeping us on the right side of the law with the car stickers;

To the Jaycees and Jayceens of Whitefish for the delightful banquet favors and for the transportation and guide services to Big Mountain so cheerfully given;

To Mrs. Eldon Lee of Whitefish for the individual ceramic ashtrays given as banquet favors;

To Christle and Marvilla Winter, Linda Bowerman and Virginia Loy and their coach, Lyman Oliver, for truly delightful entertainment, which will not soon be forgotten;

To the Flathead County High School administration for its graciousness in permitting us the use of the building for meetings, lunch and exhibits;

To the Boards of Trustees of the Flathead County Library, the Kalispell Public Library and the Whitefish Library Association for their outstanding contributions to the success of our meeting;

To the local press and radio for their excellent coverage;

And finally, but by no means least, to our friends the exhibitors for their interesting and helpful displays and for their loyal support;

To one and all, our heartfelt thanks for their generous contributions to the successful conduct of this, our 43rd annual meeting.

Mildred Graw  
Lesley M. Heathcote  
Chairman

The conference officially adjourned.

For the small group who remained a very fitting and pleasant conclusion was provided by the delightful tea presented at the Hacienda by the Kalispell, Flathead County and Whitefish libraries.

Montana State Library Association  
Committee  
Library Development

As a basis to promoting Library Development in Montana, the Library Development Committee of M.S.L.A. undertook this first year to acquire a background of present library conditions in Montana as a basis for planning for the future. The following points were studied by the committee:

1. What constitutes good library service. What should the borrower be able to get from his library.
2. What is the library situation at present in Montana in regard to adequate service and budgets as compared to A.L.A. standards.
3. What have other states done in the way of library development.

Each member of the Library Development Committee took one of the above points and reported upon it fully. Mrs. Patterson made a map of Montana showing at a glance the areas which do not meet A.L.A. standards in budgets or book supply. The findings of the various committee members have been combined in this single report of the Library Development Committee. The reports of individuals committee members in full are on file for future reference and will be given the new Library Development Committee Chairman.

In answer to point 1. (what constitutes good library service). The Committee members reported that there

are general areas in which activities may be initiated in some degree without undue strain or radical changes in the selected materials already on hand and practically in prospect. These areas are Public Relations, Adult Education, Youth Program, Cooperation with other agencies, Extension of Service Area. In the first area of Public relations, the library must take the initiative in making the community aware of its resources and services. Newspaper coverage is standard, radio time is most desirable. The Circulation of the Librarian is sometimes as beneficial as the circulation of books. The community must be educated to be library-minded. In the area of Adult Education, simple activities would include suggested discussion topics with reading lists for clubs, sponsorship of discussion groups, preparation of reading lists on current topics of interest, speakers, lecture courses, workshops, special liaison with unions, service clubs, and other civic groups. In Area 3 Youth Program, the attractive reading facilities and story hours are fairly standard for smaller children. These activities may be elaborated into hobby programs such as children's theatre or nature study, discussion groups for teen agers. In Area 4 Cooperation with other Agencies, there should be a planned program with schools, County Extension Agents so that these groups become dependent upon the library. In Area 5 Extension of Service, the library should increase the number and kinds of people served by every means possible. This might include some financial and practical arrangements with county authorities to serve nearby rural areas without county service. Circulation may be effected by individual library calls, leaving books on deposit in outlying areas with responsible persons, rural schools, home demonstration clubs or by bookmobile. In summary a quotation from Carl Vitz, Director of the Cincinnati Public Library, "The book has been and still is a marvelously excellent way of packing

thought so that it maybe permanently preserved, easily stored and conveniently made available to the consumer. But now that other ways of packaging knowledge have developed, it would be foolish and suicidal for libraries not to broaden their programs correspondingly. Just as the modern grocer will sell peas fresh or dried, in the can or frozen, so the modern librarian will wish to satisfy his reader's quest for knowledge in the form best suited to his needs, be it printed form, slide, or recording. He will want to bring these materials in the best possible way to the users whether this be through a library building, bookmobile, or perhaps through radio or educational TV."

A library should be a community center for the dissemination of ideas. A library should not be the place you call for a missing word in your crossword puzzle, or where you wander in for a book on a rainy day, but is a living thing where the promotion of enrichment by the written word is a principle that is held up in every way at all times to people of all ages. More specifically, the library should go out fingers into every organization and program in the community so that the library can respond to the needs of individuals and organizations, sometimes even before these persons or groups of persons know they have needs. The library should even go to the extreme of placing a card before the business man at his service club to acquaint him with library reading matter on automation, international affairs, industry, politics, etc.

In regard to Point 2. What is the library situation at present in Montana in regard to adequate service and budgets as compared with A.L.A. standards. There are only 3 areas which meet or exceed A.L.A. standards in regard to income. These three areas are Glacier, Fergus, Missoula Counties. There are only three areas which meet or exceed A.L.A. standards in regard to book

collection size. These are Judith Basin, Lewis and Clark, and Choteau. The tables showing these comparisons are at the end of this report. In regard to Point 3. What are other states doing in regard to library development, the committee found that 7 states favored county libraries, 7 favored regional libraries as state branches, 18 favored regional libraries as multi-county units, 4 favored allocation of funds to libraries, 3 favored library service centers in regions, 4 favored bookmobile service from state library, 12 are in the process of developing plans, 1 had no policy in development to date, and 6 did not reply. The table showing which states favored which plans is attached.

With this background material, the committee hopes that in the future some agreement can be reached by all librarians in the state as to the best plan to inaugurate to develop our libraries so that we are giving the services we should and obtaining the financial support as a result of these services.

Respectfully submitted,

\*2 favored library service by contract, 4 favored union catalog at the state library.

Mrs. Peter Melby  
 Mrs. Perl Coombs  
 Miss Harriette Cushman  
 Mrs. Elsie Ekegren  
 Mrs. Lilly Eveland  
 Miss Margaret Hileman  
 Mrs. Amy Patterson  
 Mrs. James Bompert  
 Mrs. Caetherine Chadwick  
 Mrs. Marjorie J. Moores, Chr.

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As of July 1, Mrs. Mildred Grawe becomes Librarian of the Flathead County Free Library, and Mrs. Cornelia W. Sherman becomes Assistant Librarian.

## METHODS FAVORED FOR USE OF DEVELOPMENT FUNDS

	County Libraries	Regional Libraries as state branches	Regional libraries as multi-county units	Allocation of funds to libraries	Library service centers in regions	Bookmobile service from state library	Library service by contract	Union catalog at state library	In process of developing plans	No policy in development to date	No response
Alabama											
Arizona			X			X					
Arkansas											
California											
Colorado	X		X								
Connecticut			X								
Delaware											
Florida		X						X			
Georgia								X			
Idaho								X		X	
Illinois	X										
Indiana											
Iowa	X										
Kansas											
Kentucky											
Louisiana	X	X									
Maine											
Maryland		X						X			
Massachusetts	X							X			
Michigan			X								
Minnesota	X	X	X	X							
Mississippi	X	X	X					X			
Missouri											
Nebraska	X	X									
Nevada											
New Hampshire											
New Jersey	X										
New Mexico											
New York	X	X									
North Carolina											
North Dakota			X	X							
Ohio											
Oklahoma											
Oregon											
Pennsylvania											
Rhode Island											
South Carolina	X		X								
South Dakota		X	X								
Tennessee			X								
Texas											
Utah											
Vermont		X									
Virginia	X		X								
Washington			X								
West Virginia			X								
Wisconsin			X								
Wyoming											
Totals	7	7	18	4	3	4	2	4	12	1	6

## COUNTY

## MONTANA COUNTIES

	INCOME Below Potential Income	BOOK COLLECTION Less than ALA Standard
Beaverhead	-\$12,250	- 3,013
Big Horn	- 7,390	-10,053
Blaine	- 10,423	- 686
Broadwater	- 1,017	- 738
Carbon	- 12,435	-17,373
Carter	- 7,360	- 8,373
Cascade, G.F. County	- 31,254	-24,406
✓ Chouteau	-10,537	-13,883
Custer	- 8,019	✓ 1,682
Daniels	- 8,901	- 9,696
Dawson	- 11,426	- 2,776
Deer Lodge	- 6,594	- 6,010
Fallon	- 9,625	-21,827
Fergus	✓41,344	-10,980
Flathead	- 838	-20,278
Gallatin	- 19,764	-25,124
Garfield	- 4,750	-41,114
Glacier		- 6,616
Golden Valley	- 5,591	- 4,011
Granite	- 8,013	- 8,319
Hill	- 12,800	-15,136
Jefferson	- 9,239	-12,042
✓ Judith Basin	- 9,129	✓ 1,200
Lake	- 13,377	-11,787
✓ Lewis and Clark	- 19,381	✓11,993
Liberty	- 8,362	- 2,560
Lincoln		- 3,822
McCone	- 3,222	- 947
Madison	- 11,600	-11,494
Meagher	- 7,163	
Mineral	- 3,731	- 32
Missoula		- 3,851
Musselshell	- 8,816	- 9,619
Park	- 666	-13,603
Petroleum	- 3,588	- 3,078
Phillips	- 12,172	- 8,940
Pondera	- 17,991	-13,883
Powder River	- 6,976	- 6,619
Powell	- 11,309	
Prairie	- 6,158	- 1,709
Ravalli	- 9,753	-18,080
Richland	- 9,100	-14,041
Roosevelt	- 9,535	-18,530
Rosebud	- 14,508	- 5,417
Sanders	- 12,137	-11,412
Sheridan	- 8,697	-10,022
Silver Bow	- 22,491	-36,284
Stillwater	- 7,083	

MONTANA COUNTIES

County

INCOME  
Below Potential Income

BOOK COLLECTION  
Less than ALA Standard

Sweet Grass	- 5,490	- 421
Teton	- 18,555	-13,602
Toole	- 103	- 4,651
Treasure	- 4,147	- 4,206
Valley	- 11,744	- 2,107
Wheatland	- 7,956	- 2,294
Wibaux	- 4,411	
Yellowstone	- 22,100	<u>-42,100</u>

\$505,608 below  
potential income for all  
the counties

537,565 books  
Number less than ALA  
standard for all counties

The above figures are based on Montana County and  
Public Library statistics for 1953; 1953-54;  
and 1954-55.

## MONTANA

CANADA

- 11 -

DAKOTA NORTH

\* COUNTY LIBRARIES

WYOMING

MONTANA COUNTIES

### PUBLICATIONS

In accordance with the resolution passed at Miles City in May 1955, the Publications Committee planned and has published three issues of the Montana Library Quarterly. A full financial statement will be presented by Mrs. Smith, the M.S.L.A. Treasurer, but we should like to point out here that income from advertisements has to a large extent supported the Quarterly; at least it has not been a drag on the Association treasury.

Although the Committee is not wholly satisfied with the Quarterly, it does feel that a beginning has been made and that improvement will come gradually. Next year we plan to have a printed cover which we think will add to its attractiveness. We shall always be interested in receiving suggestions and comments from the membership.

The original motion was to absorb Montana Libraries, but this was due to a misunderstanding. Montana Libraries is the organ of the State Library Extension Commission, and it was felt that it was better to continue it as a separate publication. The original plan was to try this publication for one year. Accordingly, this Committee must now ask for instructions as to whether or not the membership wishes the Quarterly continued.

Ruth O. Longworth, Advertising  
 Jean Todd, News Notes  
 Lesley M. Heathcote, Chm. & Ed.

### PNLA REPRESENTATIVE

The PNLA Board of Directors met October 8, 1955 at Spokane. Miss Alice McClain was appointed PNLA Secretary. The first item of business was discussion and approval of the budget for 1955-1956. Major budget changes over the previous year were an increased budget for the PNLA Quarterly and an addition of an honorarium

for the editor. Other minor increases raised the budget to approximately six hundred dollars over the 1954-55 budget.

A suggestion, which has been carried out, was made to change the insignia appearing on the cover of the Quarterly so that Alberta would be included.

The Board voted to become a member of the ALA Exhibits Round Table.

Committees were tentatively appointed pending acceptance of suggested members. This is a very difficult job, and the President and State Representatives strongly urge all PNLA members to make every effort to serve on committees when asked and to reply promptly so that committee organization can be completed as soon as possible each year.

Preliminary plans for a Golden Jubilee Conference in 1959 were made. An Executive Committee for the conference, made up of John Richards, Edgar Robinson and Kathleen Campbell was appointed to direct planning.

An invitation from the president of the State College of Washington at Pullman was accepted as the conference site for 1956. The dates were set for August 29-31.

Since that meeting, Mrs. Milda Dronnan has agreed to serve as Board Secretary. This position differs from the position of PNLA Secretary in that it will be on a permanent basis. The Board Secretary will do secretarial work for the Board and for committee chairmen.

In February, the Board approved a hundred-dollar grant to the ALA Washington Office which, with similar grants from other regional and state associations went to make a special fund for aiding the passage of the Library Services Bill.

In March, the Board approved a two-hundred-dollar appropriation for the Young Readers Award Committee for this year and recommended a similar

appropriation each year after referring the matter to the PNLA membership at the 1956 conference. Since the death of Mr. Hartman, of Seattle, who used to finance the award, it is the opinion of the Division of Work with Children and Young People that financing has become precarious.

The Board also voted to recommend to the membership that all section and division dues be collected by the PNLA Treasurer. This practice is followed by ALA and by many other professional associations.

The Board will also present a recommendation that a scholarship be established. Details will be worked out at a later date.

The Executive Committee for the Ford Foundation Grant has decided to drop the proposed post-conference workshop in favor of a regular session during the conference. Dr. Lieberman, Dr. Kroll, and possibly an assistant director will serve as a panel to discuss what librarians in the region can do to help with the survey.

Morwin M. Moores

MONTANA STATE  
FRIENDS OF THE LIBRARY  
ASSOCIATION

While the Friends of the Library is not a new movement in the state, up until the last annual meeting of the Montana Library Association it was more or less an unorganized venture. The members usually were persons wishing to help their local librarian with some specific project and in paying a dollar membership became associate members of the MSLA.

However, there was one exception in Hill county. Under the able leadership of Mrs. Marjorie Moores, the librarian of the Hill County Rural Library, a Hill County Friends of

the Library Association was formed and performed a great service for the library and the community.

At the annual meeting of the MSLA at Miles City in May 1955, it was decided to try to expand the idea of local units organized to interpret the library to the community and the community to the library. For this trial venture, Harriette E. Cushman of Bozeman was elected as State Chairman of the Friends of the Library.

During the past year there has been no great increase in state memberships of the Friends of the Library. It still remains about 100 memberships. However, there has been a considerable increase in the movement toward local groups. The Hill County Group still remains the outstanding strong group that it was in its inception. In addition a strong group has been organized in Glacier County and Stillwater County.

Movement is underway to start groups in Dawson, Sanders and Sweetgrass Counties. Inquiry came to the Chairman from Roosevelt County but no follow-up was possible.

In Flathead County a definite group has been formed. So far all its energy has been turned to the building or remodeling of the Courthouse, so that eventually the Flathead County Library may have adequate housing space.

Some small effort has been made to have a Friends group in Lewis and Clark County. So far efforts have produced no results.

Perhaps the greatest handicap in getting these Friends Groups activated is the state chairman is sorely handicapped in the matter of budget. Without a librarian who is sold on the idea of a Friends Group and is willing to spend a great deal of time on its formation, it seems impossible at present to greatly expand the state program. If the state chairman could visit prospective

groups personally, it is her opinion that many groups could be formed and made to be a great help in furthering the library service of the state.

Should the Federal Library Services Bill pass there will be a real need for Friends Groups and with the passage of such a bill, monies should be allocated to the organization to help in the setting up and functioning of multiple county library services.

Regretting that the present state chairman has not been able to accomplish a great deal more, this slight report is most humbly submitted.

Harriette E. Cushman  
State Chairman

#### MEMBERSHIP

The committee on membership submits the following report:

Montana State Library Association membership for the year ending June 30, 1956, now stands at 176. This includes one new life membership, making a total of 4 life members, 1 institutional member and 77 associate members.

Respectfully submitted

Claro Smith, Chairman  
Zada Bridges  
Mrs. William Cowan  
Mrs. Frances Plummer

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Members of the MSLA who attended the Conference in Helena in 1954 will be interested to learn that Janice Kee who was so helpful to us there has resigned as Executive Secretary of the Public Libraries Division of ALA to assume the position of Secretary of the Wisconsin Free Library Commission.

#### SCHOOL AND PUBLIC LIBRARY COOPERATION

One of the outcomes of the 1955 meeting of Montana State Library Association was a recognition of the importance of a closer working relationship between school and public libraries. Toward this end, a state coordinating committee was appointed in May 1955.

Under date of May 23, 1955, a bulletin was sent out to all Montana school administrators, from Mary M. Condon, State Superintendent of Public Instruction, containing the basic requirements of a good school library. She urged that school personnel consult with local public librarians toward improving quality of book stock and obtaining a more favorable discount for book purchases.

During the 1955 teacher institute program, public librarians and teachers throughout the eastern half of Montana discussed together mutual objectives and individual problems. Techniques and procedures for improving library services to elementary classrooms and expanding the services of the public library were presented and discussed.

In December, 1955, a bulletin mentioning a delightful meeting of "Friends of the Library" and describing the excellent teamwork existing between the schools and the public library in Glacier County was distributed jointly from the State Department of Public Instruction and the State Library Extension Commission to all County Superintendents and public librarians throughout Montana.

Through the media of the Montana Library Quarterly, bulletins from the State Department of Public Instruction and the State Library Extension Commission, valuable information for improved library services has been supplied to school personnel and public librarians.

Miss Virginia Walton has appeared twice at state-wide meetings of county school administrators with valuable information toward a more closely knit library program. Her counsel has been invaluable in the administration of the program thus far.

Interest in the program and effort towards its success are earnestly solicited from all schools and public library personnel. On these responses depends the effectiveness of our cooperative efforts.

Grace Baldwin  
 John Cushman  
 Dorothy Jun  
 Ruth Longworth  
 Helen Prichard  
 Laura Jane Taft  
 Winnafearn Moore, Chairman

#### MONTANA AUTHORS

(This Committee report should be profaced by a statement from the President of MSLA that in this instance she managed a complete "Flubbing" of correspondence and follow-through, and she hereby offers public apology to M. Catherine White and the members of her committee for no apparent attempt at coordination and sharing of information offered. Letters that should have been written were not written; and thought that should have been given to this worthwhile and significant project was not engaged in. Your President asks your charity in accepting this apology.)

Report from M. Catherine White, Montana State University Library, from letter recently received: "I have worked on the author project as much as I could with the other things to be done and in between moving the reference collection from place to place in the building. I completed a Checklist of Montana Authors, with preference sheets, to aid in the selection of the fifty names to be

submitted by Montana for publication in the loose-leaf biographical work, Who's Who among Northwest Authors, sponsored by the College and Reference Division of PNLA... I am sending you, under separate cover, a copy of the items so that you can see what has been done. To begin with the Checklist: the names were compiled from our files and from the Missoula Public Library's clipping file on Montana authors. Only two or three names of authors have been sent in by librarians since the project was started! I am certain that some "Montana" authors worth considering for the forthcoming publication have been overlooked, and I have left a blank sheet for the names and data of such persons. The point system is intended only as a guide to the committee in making the final decision... I have almost finished mailing a copy of the Checklist,

# HERTZBERG'S WASHINGTON BINDERY

#### "TREASURE TROVE" BINDINGS

Professional Work At Regular  
 Prices - Prompt Service

Over 50 Years of Dependable Service

TACOMA, WASHINGTON

with the preference sheets, to each library in the state -- not to each librarian, as the latter practice would have involved considerably more time and expense. I thought that each librarian would consult her staff to make sure that all interested persons had a chance to suggest names for inclusion in the fifty to be selected. Will you please remind the librarians at a general meeting to be sure to express their preferences on the sheets provided for that purpose and to return them with the sheets for additional names and data, to the library by May 10. The librarians may keep the Checklists.

"...As soon as the committee, or any group you appoint, decides upon the fifty names, then we can send out the outlines and requests to any of the fifty authors chosen who have not already sent in the material. Also, the committee can begin editing the sketches. On the whole, they are quite good... I have tried to find out from the editor of the forthcoming publication, Mrs. Hazel Mills, the date or approximate deadline for sending in the sketches, but as yet I have not succeeded. Two months ago I wrote Ronald Todd to ask for some sample sketches as I understood the University of Washington was employing a person to write all the Washington sketches from material on the outlines in their files. He replied that they had not yet begun to work on this project but that he would send me sample sketches as soon as they were ready. To date I have not received any. The sample sketch of Ruby El Hult Sether, which I sent to Montana authors, is a copy of a sample sketch Mrs. Mills sent me. You will find a copy in the material I am forwarding to you.

After the work on the fifty Montana authors is completed, an effort can be made to revise the current Checklist, possibly arranging it strictly in alphabetical order, and to have

it issued in 1957, with supplements at intervals. The revised list should include all current authors, probably, not just those who have had a book of general interest published since 1935. A checklist of authors now deceased should also be compiled and data gathered on all persons listed. There will be work still for a new committee! If the PNLA project proves enough of a success financially, additional sheets will undoubtedly be issued at intervals.

"The preparation of the Checklist took an incredible amount of time-- it meant checking the L.C. Catalog and all Supplements for complete lists of titles, checking of biographical sources for references, searching our clipping file of authors and that of the Public Library, making inquiries and writing letters to persons and publishers for addresses, etc. In addition, of course, there were letter heading and envelopes to be typed, as well as envelopes for the Checklists. On most of the letters to authors I knew or with whom I had had previous correspondence, I added a brief personal note. It was slow going, and especially considering the conditions under which we have worked this year!"

#### ALA COUNCILOR

The ALA Councilor reports no meetings attended but that she has been keeping up with the reorganization of the ALA, and hopes to enjoy the meeting in Miami.

Ann Whitmack



Congratulations to the Whitefish Public Library for winning honorable mention for the John Cotton Dana award!

## 1957 MEETING PLACE

The Committee reports that Billings has asked to be Convention host for May, 1957. Miss Whitmack also makes the suggestion and recommendation that the Association consider meeting only once every two years so that librarians might be better able to attend the meetings of PNLA at least part of the time.

Margaret Hileman  
Rev. James White  
Ann Whitmack, Ch.

## PUBLICITY

A letter from Merwin M. Moores, Chairman gives the following: "...I do not have a report to make to the Association. I am sure that my committee would have been a good one had I been able to use them; and for their sakes, I feel I should make a public apology to the Association as well as you. The failure of the committee to act creatively this year is my responsibility entirely and I am sorry for it, even though I do not know how I could have done otherwise and kept my job." (Let those of us who have never been caught in such a predicament be truly grateful)

## LEGISLATIVE

The Legislative Committee has principally been concerned with pushing the progress of the Federal Library Services Bill and has worked closely with librarians and Friends of Libraries. At a joint meeting of the Legislative Committee and the Montana State Library Extension Commission in February, legal problems were discussed and a motion was made to have the Legislative Committee clear with the Attorney General's office regarding the legality of a county library's holding back operating funds over a period of years to erect a building. The chairman's husband later pointed out that as the Chairman of the Legislative Committee of MSLA she

has no claim to the Attorney General's time, since his decisions are given to State Boards and Commissions and not to groups not connected with the State of Montana. These legal problems have been referred to the President of the Association who in turn should take them up with the Commission.

Miss Kathleen Campbell  
Mrs. John Marchi  
Mrs. Ruth Longworth  
Edmunc Tommey  
Mrs. Leo Graybill, Chm.

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## NEWS &amp; NOTES

Dan Whetstone of Cut Bank is the author of a new book with Montana as its setting, entitled Frontier Editor. It is a delightful book of personal reminiscence, starting with Dan's arrival in Cut Bank in 1909 through to the present day. His story is incidental to the picture he gives us of a segment of Montana, undergoing a process of growth and change. It will be a valuable addition for the libraries' shelf of Montana authors and books about Montana.

R.O.L.

#####

Parmly Billings Memorial Library will hold a two-week training course in August, under the direction of Miss Lucille Simpson, formerly librarian, Great Falls Public Library. The class will be open to any person with two years of college and an interest in librarywork. From the class personnel will be chosen a number of clerical assistants for work in the Public Library at Billings. Further information may be secured by writing to Miss Ann Whitmack, Librarian, Parmly Billings Memorial Library, Billings, Montana.

## MONTANA STATE LIBRARY ASSOCIATION

FINANCIAL STATEMENT from May 1, 1955 to May 1, 1956

	<u>Receipts</u>	
May 1	Balance on hand	\$494.99
May 9	Deposit (meals)	38.25
May 9	Dues	123.00
May 9	Registration	59.00
June 14	Deposit	19.50
July 2	Deposit	16.00
July 26	Deposit	92.50
August	Deposit	46.25
September 3	Deposit	57.00
September 27	Deposit	49.00
October 25	Deposit	7.00
November 30	Deposit	17.00
December 21	Deposit	94.00
January 12	Deposit	70.00
February 1	Deposit	60.50
March 1	Deposit	8.00
March 28	Deposit	7.50
April 19	Deposit	7.00
<b>Total Receipts</b>		<b>\$1266.49</b>

## MONTANA STATE LIBRARY ASSOCIATION

## FINANCIAL STATEMENT from May 1, 1955 to May 1, 1956

<u>Disbursements</u>		
May 7	Gretchen Schenk	\$251.65
May 9	Metropolitan Cafe	72.10
May 10	Ruth Wehr (Hill Co. Friend)	16.00
May 11	Miles Howard Hotel	10.00
August 8	Harriette Cushman	3.66
September 2	Harriette Cushman	10.05
October 22	Harriette Cushman	4.90
November 14	Helena Typewriter	11.40
November 29	Phillips Book Store	20.30
December 6	Helena Typewriter	2.25
January 24	Phillips Book Store	3.23
February 7	Lesley Heathcote	4.00
February 7	Shirley A. Taylor	61.75
February 7	Phillips Book Store	1.45
March 9	Phillips Book Store	19.09
March 10	Mrs. Leo Graybill	10.00
March 28	Alice M. Ridencour	2.40
April 10	Montana Extension Service	<u>33.80</u>
Total Disbursements		\$546.78
Balance on hand	\$1266.48	
	<u>546.78</u>	
	719.71	\$719.71
Montana Library Quarterly Account	\$201.53	
4 Life Members (Included, but separate accounts.)	<u>80.00</u>	
	\$281.53	<u>281.53</u>
		\$438.18

Respectfully submitted,

Clare Smith, Treasurer

## MONTANA LIBRARY QUARTERLY REPORT

July 1, 1955 to April 1, 1956

Receipts

July 11	V. J. Languille & Co.	\$28.00
July 13	Puget Sound News Co.	46.50
August 10	Dieter Bookbinding Co.	24.25
September 6	L. Sandsmark (Doubleday)	28.00
December 8	Remington Rand	35.00
December 13	Gaylor Brothers	28.00
December 15	H. R. Huntting Co.	28.00
January 5	College Bindery	68.00
January 14	J. K. Gill	46.50
March 1	Columbia University	<u>1.50</u>
<b>Total Receipts</b>		<b>\$333.75</b>

Disbursements

November 14	Helena Typewriter Co.	\$11.40
November 29	Phillips Book Store	20.30
November 29	Lesley Heathcote	8.75
December 6	Helena Typewriter	2.25
January 26	Phillips Book Store	3.23
February 2	Lesley Heathcote	4.00
February 2	Phillips Book Store	1.45
February 2	Shirley Taylor	61.75
March 9	Phillips Book Store	<u>19.09</u>
<b>Total Disbursements</b>		<b>\$132.22</b>
<b>Balance on hand</b>		<b>\$201.53</b>

This report compiled and submitted by:

Clare Smith

Treasurer

# BOOKBINDING DETAILS

NUMBER THREE

SANDPAPER  
CAMBRIC  
PADDING

A book with a narrow inside margin can often be rebound if the back is sanded before sewing, instead of being knife trimmed. This is careful handwork that saves your money.

Petticoat cambric, now in style again, wouldn't do for book hinges. The joint between book and cover needs much heavier weight stuff than that concealing a knee. Specially made, tough, opaque paper is also required for end sheets.

"Padding" seems an odd word for the light gluing process used to hold trimmed book pages. Stranger still, when the glue dries this pile is broken into sections only .050 of an inch thick. These are put through a machine which gently but firmly scores them so that the bound book will bend and open easily.

COLLEGE PLACE BINDERY

Box 2048

COLLEGE PLACE

WASHINGTON

